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Needed: A Citizenship Education Check-List

JAMES W. REYNOLDS

REPRESENTATIVES from the student councils of nine junior colleges located in East Texas met recently on the campus of Panola County Junior College in Carthage, Texas, to discuss their common problems. Delegations were composed of from one to eight students and from one to three faculty members from each junior college. The total registration for the one-day conference was fifty-six.

The meeting was not particularly unique. Similar conferences have, no doubt, been conducted elsewhere. The factor which makes this conference worthy of note is that it illustrates an active interest on the part of these junior colleges in the general field of citizenship. There would probably be little disagreement with the idea that in times such as the present an active interest in citizenship education is highly desirable.

The existence of a student council, or student affairs committee, or student senate, or student cabinet, or by whatever other name this organization may be known, is not the sole criterion by which the citizenship education program of a junior college may be judged. In fact, there are some student councils so exploited by administrative and/or faculty mistrust as to constitute totally incompetent

media for giving instruction in democratic ideals. Other means by which desirable citizenship education may be provided include such phenomena as formal classes in the various aspects of citizenship, larger or smaller units of work in classes whose major purpose is not directly concerned with citizenship education, the slanting of all class work toward citizenship education through the choice of illustrations, applications, and material related to lectures and discussions, the student-instructor relationships in and out of classrooms, the extra-class activities, and many other media too numerous to mention and equally familiar to all teachers and administrators.

The desire for a citizenship education program on the part of an administrator, or a small number of faculty members, however, does not assure the development of such a program. Many problems will be encountered by those staff members who would undertake to promote a more comprehensive program. Some of the problems likely to be encountered are presented in the following paragraphs.

One of the first problems will be that of definition. At the one extreme, citizenship education may be defined as knowing the mechanics of voting. This is obviously too

narrow a concept. At the other extreme, the definition may be so broad as to include all education. Such a definition is of no value since it provides no basis for selection of learning experiences. Probably any faculty would make a good start toward constructing a satisfactory definition by studying the characteristics of good citizenship compiled by the Working Committee on Citizenship of the National Council for the Social Studies. These characteristics are listed in an article, "Are You a Good Citizen,"* appearing in the *N.E.A. Journal*.

A second problem encountered in the development of a citizenship education program will be the unsympathetic attitude of some of the faculty members. Expressions indicating this lack of sympathy will include some of the following: "I don't have time now to teach all I'm supposed to"; "That's the job of the social science department"; "Looks to me like another idea of Progressive Education"; or "I can't teach these 'children' citizenship education because the high schools didn't get them ready." Probably the best method for overcoming such lack of sympathy is to proceed without the assistance of such instructors. If enough publicity and recognition is given those most instrumental in making progress, the less sympathetic will eventually fall in line.

A third problem which will be

*"Are You A Good Citizen," *NEA Journal*, XXXIX (November, 1950), 612-614.

encountered in developing a program of citizenship education will be the difficulty in organizing all the potential resources which will be involved. These resources include so many aspects of the school that contemplation of all is a bewildering task. It is in line with this task, however, that a suggestion is made. It is hoped that the suggestion will receive sufficient consideration to cause action.

Any junior college which undertakes the development of a comprehensive program of citizenship education needs a master check-list to assure the breadth of coverage desired. This check-list should be subdivided so as to include such major areas as: curriculum, instruction, administration, extra-class activities, adult education, student personnel, and general community service. Moreover, the check-list should be so arranged that a junior college faculty committee or faculty-student committee could use the instrument to compile an accurate inventory of the strengths and weaknesses of the program of citizenship education in a junior college.

The work necessary to compile such a list would be great. This work would involve the cooperation of many individuals. The finished product, however, would be of such value not only to the committees who produce it, but to all junior colleges working on citizenship education programs, that it would amply justify the time expended.

Washington's Teacher-Education Plan Related to Preparation of Community College Instructors

S. V. MARTORANA

PERSONS who have analyzed the duties of community college teachers and the requisite qualifications to execute those duties are largely in agreement concerning the qualifications which a community college instructor should have. After a large-scale investigation of actual conditions and practices in junior colleges and universities, which he reviewed against the background of the generally accepted concept of the scope and function of the community college, Leonard V. Koos made certain specific recommendations for preparation of community college instructors. These are: (1) that community college instructors be trained in two or more related subjects or prepared in broad fields, such as social science, biological science, physical science, and the humanities, (2) that they be prepared to give instruction at both the high school and post-high school levels, (3) that they acquire some vocational experience, (4) that they should be prepared to understand and accept non-instructional responsibilities demanded of them by the communities in which they work, (5) that they have a sound foundation of study in professional education, including study of the junior or community college and apprentice teaching, (6) that they be held to

the standard of a year of graduate residence and the master's program, but at the same time look toward a doctorate program.¹ Though not stated in so particularized a fashion, essential agreement with Koos' summary has been voiced by others writing on the topic.²

In attempting to devise a pre-service program for preparation of community college staff members, however, colleges and universities have found it difficult to construct a plan which would have all of the desired elements of training in it and yet be possible to complete in five years of study. The five-year span, at present, seems to be as much as can be demanded of young people interested in entering the teaching profession as beginning teachers. The new Washington State plan for preparation of public school teachers gives promise of

¹Leonard V. Koos, "Preparation for Community College Teaching," *Journal of Higher Education*, XXI (June, 1950), 309-17.

²See: J. F. M. Beuchel, "Desirable Background for Community-College Teachers," *Junior College Journal*, XIX (November, 1948), 117-118. James W. Reynolds, "Preparation Needed for Faculty Members in Junior Colleges," *Proceedings*, 1946, pp. 34-46. Institute for Administrative Officers of Higher Institutions, The University of Chicago, Chicago, Illinois. D. B. Pugh and R. E. Morgan, "Shortcomings in Preparation of Instructors," *Junior College Journal*, XIV (May, 1944), 405-15. William R. Wood, "Professional Personnel for Community Colleges," *Junior College Journal*, XX (May, 1950), 513-22.

having answers to all of the problems usually found confronting pre-service programs preparing community college instructors.

The Washington Plan

The program for preparation of public school teachers which was approved by the Washington State Board of Education, June 24, 1949, embodies four major features: namely, the granting of a provisional certificate at the end of four years' undergraduate study; the requirement of a balanced program of general, specialized, and professional study in the four years of undergraduate study; and a fifth year of academic application. On completion of these requirements, individuals are granted a "standard general certificate." The State Department in its official description of the program makes six specific statements presented as follows:

- (1) The provisional general certificate, valid for one year, renewable annually for a total of not to exceed four years, is to be issued to applicants who complete four years of professional preparation in the following curriculum:

General Education

Sixty quarter hours of general education from the broad areas of English Composition or Communications, humanities, social studies (including Washington History and Government), science, general psychology, physical education, art, music, speech-arts, health.

Professional Education

Forty quarter hours, including Introduction to Education, Human Growth and Development, Curricu-

lum—Methods and Materials, Professional Laboratory Experiences—15 quarter hours. The laboratory experiences must be on both the elementary and secondary school levels.

Broad Areas of Concentration

Sixty quarter hours with three options: (1) concentration in one broad area of 60 quarter hours, (2) concentration in two broad areas of 36 to 45 and 15 to 24 quarter hours, respectively, or (3) concentration in three areas of approximately 20 quarter hours each.

Electives

Twenty quarter hours

- (2) One continuous year of initial teaching experience is to follow pre-service education.
- (3) A fifth year of teacher-education is to be required following initial teaching experience as a prerequisite to the issuance of the standard general certificate. The fifth year of preparation must begin during the first year after initial teaching experience, either as a full year or in summer school, preferably the former.
- (4) General certificates will be issued beginning July 1, 1951.
- (5) Original elementary and secondary certificates will not be issued after September 1, 1951, except to teachers who already have qualifying, temporary, or emergency certificates.
- (6) It is expected that all teachers coming from out-of-state after September 1, 1951, will be required to obtain a general certificate.³

Implications for Community College Instructors

Five significant points may be noted in the Washington teacher-education plan, all five features bearing implications to the type of community college instructor which the program may ultimately develop in the state.

The first is the fact that the standard general certificate is not

³State Superintendent of Public Instruction, *Education in Washington: Official Bulletin*, IX (May, 1950), 1, 4.

issued until the applicant has met all of the major provisions outlined in the plan. Not until he has completed one continuous year of initial teaching experience and, after that, not until he has completed a fifth year of teacher education is he granted a standard general certificate. From such a procedure it appears that a person entering professional education will be enabled to make an understanding and intelligent choice of the type of career he wants to follow in the profession. It may well be, for example, that as a result of the plan, more community college instructors will find themselves at the level by deliberate plan rather than by happenstance as is so often now the case.

Second, it should be noted that there are in the plan three options by which an individual can acquire subject-matter specialization. All of these options emphasize breadth of understanding, for in the plan the term "area" is defined as a broad field such as social studies, physical sciences, biological sciences, and communications. Thus, a student may take as many as sixty quarter hours in one broad area, say social studies, distributing those sixty hours among the several social sciences as he and the training institution see fit. Or, under the second option, he may take from thirty-six to forty-five quarter hours in one area, for example, social studies, and from fifteen to twenty-four quarter hours in another, say language arts or

communications. Under either of these two options, then, a program of concentration, enough to insure a sound undergraduate major, is possible. Thus, the student is qualified to go on to graduate study in his fifth year and prepare for entry into community college work if he chooses. At the State College of Washington, a student studying under either of the first two options is granted the baccalaureate degree from the academic department in which his major area of study is accomplished. The third option is organized essentially for persons interested in the elementary school level. Students under this option at the State College of Washington receive the baccalaureate degree from the School of Education.

Finally, with reference to the several options for subject-matter specialization, it is reassuring and significant to note that all of the higher institutions which prepare public school teachers in Washington have been and are continuing to cooperate with the Office of the State Superintendent of Public Instruction in developing the whole plan. Optional programs for acquisition of subject-matter specialization have been cooperatively worked out to accomplish the objectives originally intended in the plan.

A third point to which attention is called is that one continuous year of initial teaching experience must follow pre-service education. Since at this time the individual has not

yet had any graduate work he will most likely get this initial year of experience teaching grades lower than the community college level. Those who have studied under options one and two of the plan may at this time consider the possibilities of further specialization in their fifth year. Should they decide to become community college instructors, logically they would do so with proven successful teaching experience on their record and a better understanding of the ramified responsibilities of the teacher.

The attempt at development of such broad understanding of the interrelated nature of educational levels is the fourth notable feature of the plan. Professional laboratory experiences such as cadet teaching, youth work, and supervised observations are required of all prospective teachers and must include experiences at both the elementary and secondary grades. This is regardless of option chosen for subject-matter specialization. Furthermore, the professional education courses taken by all undergraduates in the plan review the educational process in its entirety including such studies as human growth and development and curriculum and learning experiences at both elementary and secondary school levels. The holder of a general certificate, therefore, is legally authorized to teach any grade level in the public school system because minimum assurances of competency have been worked into the program. It is logical to assume,

however, that administrative personnel will go beyond these minimum qualifications and will place teachers at the levels for which they are best qualified. It may be confidently presumed that a community college instructor prepared under such a plan would have a thorough understanding of the relationships of his functions to those at other educational levels.

The final point to which attention is drawn is that of the fifth year of study for the standard general certificate. In the more detailed developments of the plan, which have been recently formulated and released in mimeographed form from the Office of the State Superintendent of Public Instruction, this fifth year is not structured beyond the statement that the student and the educational institution should arrange a program of studies which meets "his needs and interests." Here, then, is the year for specialization. During this year the student who completed his undergraduate major by taking the first or second options in his concentration of subject matter and who has refined his needs and interests may lay out a functional program. In most cases this would lead to the master's degree at the end of the year of study.

Persons who would enter the community college field would presumably elect courses expanding their understanding of that level. At the same time they would pursue their graduate studies for the master's degree for their needs in

specialized academic areas. In this manner thoroughly trained community college instructors could be developed.

Conclusion

The most striking and significant characteristic of the new Washington State plan for the standard general certificate for teachers is its great flexibility. Details as to its administration and regulation are still being formulated. It is considered to be an experimental plan, but its promise is already quite evident.

In September, 1951, the first products of the general certificate plan entered the teaching field on the provisional basis pending their satisfactory completion of a year of experience and a fifth year of

study. Some of these are already looking toward community college instruction as a career and will use the required fifth year to qualify more completely for this level of education. In a few years these individuals will be entering community college positions with all of the qualifications generally considered essential for successful teaching at that level. They will have: (1) a master's degree or equivalent in years' training, (2) a core of professional education study including cadet or apprentice teaching, (3) actual teaching experience on the record, (4) a broad basic preparation as well as adequate subject-matter specialization to handle their duties. Few administrators would ask more of a beginning instructor.

Current Trends in the Personnel Services Offered by the Rocky Mountain Junior Colleges

SELBY G. CLARK

ON July 1, 1951, a survey was conducted at The State College of Washington for the purpose of determining the effect of the national emergency on student personnel services offered by the junior colleges in the Rocky Mountain area. Questionnaires were sent to twenty-four public and private junior colleges in Arizona, Colorado, Idaho, Montana, Utah, and Wyoming listed in the *Junior College Directory, 1951*. There are no junior colleges in Nevada and New Mexico.¹

Of the twenty-four questionnaires sent out, nineteen (or seventy-nine per cent) were returned, eighteen of which were applicable to the study. Denver Junior College had converted from a separate unit into an integral part of Denver University and was therefore unable to contribute any information to this survey. From the eighteen responding institutions whose data were applicable, the following characteristics were observed:

1. 5 junior colleges enrolled fewer than 300 students

¹Carlsbad (New Mexico) Junior College has since been established.

- 7 junior colleges enrolled between 301 and 600 students
- 1 junior college enrolled between 601 and 1,000 students
- 3 junior colleges enrolled between 1,001 and 2,000 students
- 1 junior college enrolled between 2,001 and 3,000 students
- 1 junior college enrolled more than 3,000 students
- All but one of the institutions were co-educational.
- Sixteen were public junior colleges, five of which were county public schools, five district public schools, and six state public schools. Two institutions were private, one church non-denominational, and one Baptist.
- Fourteen of the junior colleges were two-year schools. Four were four-year schools. The four-year junior colleges varied in size from one hundred to four hundred students.
- Faculties ranged in size from four to eighty-four staff members.

In organizing the data from the returned questionnaires, the junior colleges were divided into three groups: Group A—the five colleges with 1,001 or more students (28 per cent), Group B—the eight colleges with 301 to 1,000 students (44 per cent), Group C—the five colleges with 300 or less students (28 per cent). The information collected from the questionnaires follows, compiled in terms of these three groups.

1. Do you anticipate an increase in any part of the student personnel services during 1951-52?

	Group A	Group B	Group C	Total
YES	5	4	1	10
NO	0	4	4	8

2. Do you anticipate a decrease in any part of the student personnel services during 1951-52?

	Group A	Group B	Group C	Total
YES	0	0	0	0
NO	5	8	5	18

3. Does your college employ a full-time staff to work in the student personnel program?

	Group A	Group B	Group C	Total
YES	5	2	1	8
NO	0	6	4	10

4. Does your college employ a part-time staff to work in the student personnel program?

	Group A	Group B	Group C	Total
YES	4	7	2	13
NO	1	1	3	5

5. Do you anticipate an increase in your personnel working in this area?

	Group A	Group B	Group C	Total
YES	0	2	1	3
NO	5	6	4	15

6. Do you anticipate a decrease in the personnel working in this area?

	Group A	Group B	Group C	Total
YES	0	0	0	0
NO	5	8	5	18

7. Do you anticipate a cut in teaching personnel during the year 1951-52?

	Group A	Group B	Group C	Total
YES	1	1	1	3
NO	4	7	4	15

Summarizing the results of these seven questionnaire responses, ten of the Rocky Mountain junior colleges are increasing their personnel services; seven are maintaining the same personnel services that they offered during 1950-51; only one is decreasing any of its services, and that minor decrease is not in the number of staff but in the number of hours worked by some of the part-time assistants in the personnel program; and three are increasing the number of personnel involved in these services. No junior college indicated a decrease in the personnel program.

A wide variety in the types of personnel offerings was revealed through the answers to question eight, "What student personnel services does your college offer to its students?" These results are summarized in Table I. Larger institutions tend to have more services than the smaller colleges; however, some of the smaller institutions appeared to have a more comprehensive program. The types of services most frequently offered were counseling, testing, educational guidance, and assigning counselors.

Table I
STUDENT PERSONNEL SERVICES OFFERED BY
ROCKY MOUNTAIN JUNIOR COLLEGES

	Group A		Group B		Group C		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
Counseling Services	3	2	7	1	3	2	13	5
Testing Program	3	2	5	3	1	4	9	9
System of Advisors	4	1	1	7	2	2	8	10
Educational Guidance	3	2	4	4	1	4	8	10
Faculty Advising, Counseling Students	2	3	2	6	2	3	6	12
Orientation Program for New Students	2	3	2	6	1	4	5	13
Registration Program Embodying Counseling Approach and Educational Guidance	1	4	3	5	1	4	5	13
Vocational Aptitude Testing	2	3	1	7	0	5	3	15
Physical Examination and/or Medical Facilities	1	4	1	7	1	4	3	15
Testing Program for Near-By High School Students	1	4	2	6	0	5	3	15
Placement Service for Graduates and Alumni	2	3	1	7	0	5	3	15
Dormitory Counseling	1	4	1	7	0	5	2	16
College Housing Aid	1	4	1	7	0	5	2	16

The following services were listed as being available in some of the larger institutions; however, none was listed by more than one junior college: (1) religious counseling, (2) counseling facilities for high school students in the surrounding area, (3) marriage and family counseling, (4) psychiatric help, (5) financial aid to students, (6) group guidance activities, (7) occupational information services.

The types of service most fre-

quently mentioned by those junior colleges planning on increasing their offerings during the 1951-52 year are summarized in Table II. The responses to question nine, "What areas of the student personnel program does your college plan on increasing?" would seem to indicate greatest emphasis during the coming year on closer work with surrounding high schools and more counseling on the armed service program.

Table II
STUDENT PERSONNEL SERVICES TO BE INCREASED DURING 1951-52

	Group A		Group B		Group C		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
Vocational Guidance	2	3	1	7	0	5	3	15
Armed Service Counseling	2	3	0	8	0	5	2	16
Close Coordination with Surrounding High Schools	0	5	2	6	0	5	2	16

The following were listed by some of the junior colleges in Group A as areas in which student personnel services would be expanded; however, no service was listed by more than one college: (1) testing program for the college students, (2) marriage counseling, (3) orientation procedures, (4) faculty advisor system.

Listed by some of the junior colleges in Group B, again with no service being offered by more than one college, were: (1) religious counseling, (2) clerical help, (3) counseling facilities in general.

Though one might have expected a decrease during 1951-52 in personnel services offered by the Rocky Mountain junior colleges because of the national predictions for a drop in student enrollment in

colleges, this survey tended to show a trend toward increasing personnel services by a majority of the colleges included in this study. This is particularly significant in light of the fact that not too long ago a functional guidance program took a back seat to the instructional program. Also significant in a year when most institutions are tightening their purse strings is the fact that the economy wave has not hit the personnel and guidance services, as has so often been the case in the past. This survey appears to have revealed a growing recognition by the Rocky Mountain junior colleges of the invaluable role that personnel services play in assisting the college to carry out its terminal, guidance, and preparatory functions.

Developing an Alumni Organization

BENJAMIN ROWE

THE alumni of a school constitute the most important "off-campus" public, and there is no limit to the good which they can do for their alma mater provided that the experiences of their student days are recalled with pleasure and appreciation; that they are kept fully informed regarding the objectives, policies, progress, and problems of the institution; and that they are given the opportunity to assist the school.

At the State University of New York, Institute of Applied Arts and Sciences at New York City, the complex partnership which exists between the graduates and former students on one side, and the Institute on the other, is put into operation by the student's registration. It continues throughout his academic career and into the years beyond graduation. Because student life is very short compared to that as an alumnus, it is apparent that loyalty to, and love for, the School should be inculcated as early as possible during the student's brief stay at the Institute.

No alumnus can understand his institution in later life unless he has caught some of its spirit during his student days. Hence, the education and interest of the alumnus must begin upon his arrival as an undergraduate. Some of the most effective factors in building student loyalty to a school are:

1. Friendships with fellow students.

2. Relationships with members of the faculty.
3. A realization of the contribution that the institution is making to the individual's development.
4. An appreciation of the fundamental purpose for which the institution was founded.
5. Participation in extra-curricular activities.
6. Campus atmosphere.
7. Campus traditions.
8. Physical facilities of the institution (libraries, laboratories).

Innumerable opportunities exist for improvement of student-faculty relationships at the Institute, and efforts are made to utilize every one in full measure. Some of these opportunities are provided by the orientation program for the student, the student activities program, the guidance program, sympathetic understanding of the student in and out of the classroom, faculty attendance and continuous interest in student social affairs and athletic programs. The importance of faculty responsibility for inculcating a spirit of love and loyalty to the Institute during student days cannot be overemphasized.

The Institute administration under its Director, Dr. Otto Klitgord, and its Assistant Director in Charge of Student Personnel, Mr. George T. Donahue, has recognized the importance of the alumni. In the five years of the Institute's life there have been more than thirty-two hundred graduates. This number will increase each year by

nearly one thousand. By the time of the fifth graduation exercises at the Institute, the alumni group outnumbered the student enrollment.

Departmental Alumni Organizations

Individual departments recognized the need for an alert, active alumni body. The Dental Laboratory, Retail, Art, Mechanical, and Structural departments organized departmental alumni groups shortly after the first graduation exercises in February, 1947. Since then, all other departments have followed this example.

The departmental alumni organizations endeavor to secure job placement opportunities for alumni and students, but do not neglect their social programs. They realize the high value placed by individuals upon social and professional contacts provided by the Institute. In addition to these primary purposes, these groups aim to arouse in graduates a sense of responsibility to themselves, the Institute, their employers, and the community.

The activities of the Structural Department and of the Art Department alumni may be taken as examples of what similar groups are doing in their respective occupational fields. Both the Structural and Art alumni meet once a month. Besides the social schedule, the Art group has developed a program that includes an art workshop, lectures by prominent artists, and an interchange of the latest developments in the commercial art field. A group is now developing

plans for a yearly exhibition of original work done by the graduates; whereas the Structural group has done similarly in its field. Projects and activities of this kind are expected to strengthen the allegiance of the students to their alma mater.

Unified Alumni Organization

The Director has been keenly aware of the potential powers and influence of the alumni. He has invited their participation in changing the curriculum to meet student needs and has encouraged students to drop in to see him. In the fall of 1949, post card invitations went out to all graduates urging their support in organizing an alumni association. One hundred and seventy-five graduates met on November 9, 1949, with the Assistant Director in charge of Student Personnel, the Alumni Adviser, Mr. George Halpern, and Department Heads, to discuss the objectives toward which an alumni organization might work. Suggestions were then made and the alumni meet at regular intervals to preserve the friendships and associations established during two years at the Institute; that they organize a group through which placement and advisement opportunities, as they become known to alumni, would be circulated to other interested alumni; that an alumni publication be developed; that they assist in publicizing the Institute and its courses with a view toward placement of future graduates; that they assist the Institute in keeping its courses

up-to-date by drawing to the attention of the proper authorities experiences that would be helpful along those lines; and that they provide interest and encouragement for the extra-curricular program, particularly in athletics.

Out of this discussion came endorsement for creating a unified alumni organization with a central governing body of representatives from the individual departments. The central group was to act as a coordinating group. The graduates since then have developed the framework of such an organization. The recognition by the Institute administration of the importance of an active alumni association as a significant adjunct of public relations augurs well for the future. To other schools which may desire some framework of reference in organizing an alumni group, attention to planning at the organizational stage may make the problems which lie ahead simpler and easier. Some organizational patterns and devices which have been worked out and may prove fruitful, particularly to junior and community colleges, in the realm of school-alumni relations in their adaptations to existing conditions are outlined below.

The alumni office should be adequately suited to its needs and capably staffed with members chosen, if possible, from the ranks of former students. One of the staff, preferably an alumnus, should be designated as the alumni secretary, director, or co-ordinator. He may

have a part-time assignment, but, as the alumni body expands, his work may develop into that of a full-time position. Considering the benefits that may accrue to the school from alumni support, a full-time assignment is desirable.

The alumni secretary, or director of alumni activities, generally occupies an administrative role. Since alumni activities cover virtually the whole range of departmental activity in benefiting both the school and the graduate, coordination on executive levels greatly minimizes confusion. The alumni secretary should work hand in hand with those responsible for public relations. As coordinator of alumni activities, he should advise the administration on pertinent operation matters such as counseling, guidance, and placement opportunities.

It is important that the secretary also keep in mind potential student affiliation with his organization. The student body must be kept informed of alumni activity; for keeping the student on good terms with graduates is highly essential to good public relations. This can be achieved through alumni columns in the school papers and magazines which circulate information about the active and functioning alumni group.

The alumni office should make every attempt to provide graduates with accurate and aptly-termed information concerning changes in school policy, curriculum, and promotional features in order to keep

alumni interest active in projects involving financial backing.

To facilitate office and mailing work and to provide the secretary with concise information about his membership, a cumulative biographical index file of graduates is very useful. Highly important to good public relations is the prompt answering of alumni correspondence, inquiries, and requests. There should be a constant two-way flow of information between the alumnus and the college. Minimum essentials in media of communication are magazines, radio, special bulletins, sound motion pictures, letters, speeches, and newspapers.

A partnership concept should be made a prominent feature of alumni office public relations in its contacts with the other internal publics of the school: i.e., faculty, students, administration, and former students. An awareness of responsibilities and limitations according to the educational institution's program is essential for each group.

Of importance to administrative officers is the establishment of one day during the year to be remembered as a time when alumni return to the campus. On such a day, the welcome should be extended to all graduates and others affiliated with the School. Some schools set aside a "Founders' Day" or "Charter Day," commemorating the birth of the school, for the Alumni Day activities.

A multitude of activities should

be planned. Sport events are always highly popular. A faculty-varsity basketball game is a possibility, or a varsity-alumni match. Receptions, luncheons, speeches, movies, and special issues of all publications can add to the occasion. The school might hold a series of exhibits of student work. New equipment and techniques could be illustrated. The alumnus should be made to feel at home and aware of the fact that he is welcome on campus every day as well as on this special one.

The student newspaper should be recognized as a barometer of student aims and ideas pertinent to alumni activity. It is, also, probably the most influential means that the progressive alumni administrator can use to penetrate student consciousness and arouse enthusiasm.

A relationship between alumni and student publications should be easily maintained. Both work toward school advancement, therefore, friction should be lessened or avoided completely. A student's appreciation of the alumni association can be obtained only through his possessing adequate knowledge of its activities on his behalf.

Suggestions for the alumni administrator:

1. Maintain a newsy, intimate magazine. The cost is secondary.
2. "Names are news." Keeping a diversified publication means a lot of news concerning a lot of people.
3. An efficiently operated news file, up-to-date and highly informative, is a necessity.

4. "Old grads" like to know about classmates. Keep them satisfied.
5. "Class Personals" in many cases warrant more space in every issue than editorials, articles, or other propaganda.

The well-planned magazine is the work of an efficient and tactful editor. He knows his school; he knows its "grads" and its students. Among the prominent features of a well-planned publication are:

1. An adequate, but not overdrawn, picture of alumni policy and activities.
2. A carefully planned and subtly persuasive section containing editorials, and articles on the administration, faculty, and sporting activities of the Institute.
3. A profitable, but not ostentatious, advertising section.

The prudent editor knows "alumni news" must predominate. His sources are varied since information may be gleaned from faculty; school publications; clipping services; fraternal societies, trade, professional, and general magazines. The wider the range of information channels, the less footwork for an editor. Letters are probably the most valuable source of alumni information, and here the most candid alumni reactions are recorded.

The custom of graduation awards should be encouraged. Awards create an incentive to hard work and give promising students some hope of prospective employment recognition. The distribution of awards, prizes, and scholarships is an expedient widely employed by such firms as Bausch and Lomb, Du Pont, and Westinghouse. Such prizes enhance a school's standing with the community and also with prospective students of high cali-

ber. Recognition from technological, chemical, and other industrial sources is a valuable asset when employment placement is considered. Alumni who have become independent businessmen or executives of some means realize that recipients of school awards have training that might well create the needed balance between professional skill and untrained labor.

Alumni representatives should be invited to attend the graduation exercises and other school functions and special events. Although only one or two may be directly involved, the other alumni will share a feeling of participating in these occasions.

The part-time and extension student, and any other student who has attended the school for a full semester or more should be considered an alumnus if he desires. Such students should be encouraged to join the alumni organizations, for many of them will not pursue their formal education further. They may be well-known citizens in the community, and as alumni they can be of special service to the school.

Membership in the American Alumni Council might be considered since its general objectives are "the furtherance of friendly relations between its members; the interchange of ideas on alumni and educational problems; the encouraging of a spirit of professional pride in alumni work; and the stimulation of the individual alumni association."

Alumni are attuned to new and increasing calls for service. Many of them can, without much pressure and with little publicity, think in terms of sending qualified students to the school; of providing cooperative jobs and permanent jobs; of supplying collections of books, sculpture, and paintings; of contributing toward scholarships and funds for needy students; and of giving practical advice on curriculums and other educational problems.

The alumni organization, even in germinal stage when the graduate has virtually no ties with his school other than his degree, has always exerted an unofficial influence. In recent years, this influence has often checked political and intra-scholastic chicanery. With alumni groups now widespread and ever increasing in power, the average school is protected against obstacles once considered insurmountable especially in the rising operational expense of modern, progressive education.

Conclusion

A complex partnership between the school and all persons who are or have been its students exists, and everything possible is being done to bind the ties of partnership and make the relationship operate for the good of both parties. Attention has been called to the fact that the administration of the State University of New York, Institute of Applied Arts and Sciences is aware of the potential influence

and support of the alumni and that it is trying to weld departmental organizations into a unified association.

It is obvious that no school goes very far without an active alumni association, and no such group goes very far without the school. Alumni are willing to do their share in promoting the welfare of their alma mater, in perpetuating the friendships formed in their student days, and in advancing the cause of the public type of higher education.

A strong and active alumni organization is a most important medium of good public relations for any school of higher learning. Several vitally important functions of an active alumni association are: aiding in recruiting students through publicity of the school and its offerings, bringing work experience to the task of modifying curriculums as the needs and practices of business and industry dictate, and securing cooperative and job placements for school students and graduates.

The participation in civic affairs by individual members of a strong and enthusiastic alumni group results in active popular support of the school in its plans for expanded educational programs. Graduate support is indispensable in the scheme of public relations for higher education. To ignore the many benefits derived from alumni support would be fatal to an otherwise balanced institutional program wherein students, past and present, play a vital part.

The Community College Serves Industry

T. REED FERGUSON

THIRTY-SIX general foremen, superintendents and supervisors from various industries met recently for a two-day workshop on Work Simplification at the Behrend Center, a branch of The Pennsylvania State College in Erie, Pennsylvania. Two weeks later forty-six industrial engineers, time study men, planners or foremen from many of the same industries met at the community college for a two-day workshop on Charting, a basic tool of methods work. The college has learned that by providing outstanding speakers to discuss a subject in pleasant and comfortable surroundings, a homogeneous group of men from industry can have a stimulating and profitable several days.

The Pennsylvania State College has, like many large institutions, provided for a number of years institutes and workshops for groups from industry, agriculture, labor, and business. When Behrend Center opened three years ago on a spacious four-hundred-acre estate near Erie, Pennsylvania, it seemed to offer an opportunity for establishing similar programs to serve the industries of the immediate area. Being a part of the State Land Grant College, the Center feels a responsibility to serve the seven northwestern counties of the state in every way possible, although state aid to these extension

branches is negligible. During the last two years workshops have been held for top executives, private secretaries, and foremen.

About a year ago, the president of the local Society of Industrial Engineers inquired about the possibility of developing a program on Work Simplification. Since the management training men on the staff teach work simplification in company classes, this did not appear to present insurmountable problems.

Before this project grew beyond the discussion stage, a local advisory committee composed of members of the Industrial Engineers' Society, as well as representatives of top management, was formed. This committee met several times with representatives of the Center, management training staff, and representatives of the Department of Industrial Engineering from the parent institution. At the first meeting it developed that the subject of work simplification as a means of conserving manpower was of prime interest to industry but that it had several stumbling blocks, most of these being the higher echelon of the industrial organization. The industrial engineers felt that their work and ideas were stymied by unsympathetic foremen, superintendents, or plant managers — men who knew little of charting, motion analysis,

or plant layout. As a result of several such meetings it was decided that several workshops were needed: an appreciation workshop to give generalized information concerning work simplification to the upper level of management; technical workshops to train men in specific phases of work simplification.

The theme for both workshops was "Conservation of Manpower Through Work Simplification." The subjects selected for coverage in the first or appreciation workshop were: Charting, Time and Motion Study, Micro-motion Analysis and Plant Layout. The subject of Charting was chosen as the first phase of work simplification to be covered in the second or technical workshop.

Speakers for the first workshop were secured largely from industry or the consulting field. In every case, the Center staff attempted to secure the best possible person for each subject. The only limiting factor in selecting speakers was the budget. As with all activities of the Center, the income of the workshop must be large enough to cover expenses and bear a share of the administrative and operative costs of the Center. For the second, or technical workshop, C. A. Bullinger, head of the Department of Industrial Engineering at Pennsylvania State College, and three members of this staff took charge of the entire program on Charting.

Promoting the workshop is the responsibility of the College, al-

though the local committee is of great assistance. Printed brochures explaining the purpose of the workshop, facilities, and a detailed program listing speakers are mailed with a letter to the top men in approximately 250 industries. Frequently letters or announcements are sent to the organizations of men concerned with a particular workshop. Sometimes, for a workshop on a new subject or a different group of men, it is necessary to mail follow-up letters or to make personal or telephone calls to as many industries as possible.

The following program is typical of the pattern developed for many of the workshops at the Behrend Center. By starting the workshop on Thursday evening, those in attendance are absent from work only one day and give up only one day of their own time, Saturday. In nearly all cases, the fee is paid by the industry.

At the registration before the opening session, each member of the workshop is given a name badge and a notebook containing a program and blank paper for notes. After the first meeting each man is given a mimeographed list of men attending the workshop. The purpose of the first meeting is to welcome those in attendance and present a speaker who will keynote the whole workshop. Following the opening talk, a buffet supper is served in the student lounge, a rustic barn-type building. The purpose of the supper is to provide an opportunity for the men to become

acquainted as quickly as possible. Sometimes a recreation leader will organize a game to help the men learn each other's names.

During the second day each lecture is followed by a workshop session. For these sessions the enrollees are divided into three groups of from ten to fifteen men each; enrollment is always limited to forty. The most important men on the staff are the discussion leaders. They must be familiar with the subject matter, but more important, they must be able to stimulate and direct discussion in order to give each member an opportunity to discuss the subject in the light of his problems and experience. The speaker visits each workshop briefly in order to give the discussion groups an opportunity to question him. A question period is never permitted at the end of the talk, except at the conclusion of the keynote speech.

Meals during the workshop are served in the college dining room. Every effort is made to have the dining room attractive and the food tasty. Second servings are always in order. During the late afternoon, recreation is arranged. For the summer workshops of a week's duration, a trained recreation leader makes available many activities such as golf, swimming, fishing, etc. At the shorter workshops when all of the enrollees are commuting, less strenuous activities are planned, a walk down the "nature trail," quoits, ping-pong, cards, television, or just conversation

groups. A group photograph is taken after luncheon the first day, and a copy is presented to each man at the final session.

The second evening session is usually less strenuous mentally and may take the form of a demonstration, a film forum, or a summary of the day's activities.

The workshop usually concludes after lunch on Saturday with the presentation of a certificate from the Extension Services of the main college signed by the Assistant to the President in charge of Extension, as well as members of the staff. A talk by an industrialist summarizing the workshop and offering suggestions on the application of what has been learned concludes the workshop.

In the past, all of the speeches have been recorded, transcribed, edited by the speaker, and mailed to those who attended the workshop. However, this process takes six weeks to six months, depending on the promptness with which the speakers return their edited speeches. At a recent workshop, each speech was summarized, mimeographed, and distributed at the following session. This method is possible by sitting down with the speaker immediately after he finishes and either writing or having him write a short summary. It is important that the men have as many definite notes to take home with them as possible since they are usually required to make a report to their superiors.

The steps taken in arranging two

specific workshops have been outlined; however, the same plan in arranging all workshops is followed. The advice and aid given by the local committee is invaluable.

The success of the workshop rests on three things: (1) a pleasant friendly atmosphere, (2) top-notch speakers, and (3) capable discussion leaders.

Development of the Community College In the Virgin Islands

AMBROSE CALIVER *

THE community college idea grows out of the conviction that almost all human beings are capable of learning and growing as long as they live; that everyone should be given an opportunity to learn and grow as long as he has need for and interest in doing so; and that the increasing scientific and technological nature of society demands of everyone continued learning, growth, and adjustment. This is true in every form of society but particularly so in a democracy. The development of the educational system has not kept pace with the demands resulting from scientific and technological changes. In order to prepare to meet these demands adequately it has been necessary to change some educational concepts, to learn how to apply the laws of learning to different age groups and to devise a plan that would bring continued education into the reach of everyone.

The development of the community college movement is an indication that these things are happening. There is evidence of interest in this movement in the Virgin Islands, but it must become more widespread and firmly rooted in order to develop the kind of community college that will best serve the needs of the Islands.

The following is an outline of some suggestions that may be helpful in the planning and initiation of such an educational development in the Virgin Islands:

I. Guiding Principles

- A. *The education needed by a majority of the people should be relatively inexpensive.*

One of the greatest deterrents in providing the post-high school education needed in every community has been its cost. The community college, which should be in the reach of everyone (reasonable commuting distance), will materially reduce the cost of the post-high school education required of a majority of the citizens. The expense of board and room should be eliminated, and tuition and fees should be only a nominal amount.

- B. *Education should be based on the needs of the individual and of the community.*

The community college, unlike most traditional educational institutions, is not an end in itself, but a means toward the achievement of purposes which have been determined by studying the needs of both the individual and the community. These needs will be concerned with every aspect of the individual's life and every phase of community welfare, such as home and family life, citizenship, occupations, leisure-time use, and religious

*Prepared for the Governor and educational study committee of the Virgin Islands.

interests. Personal adjustments, physical, mental, and community health and intergroup relationships will also be among the needs to be considered.

C. *Education should recognize the worth and dignity of each individual.*

This principle means not only providing education to all, but the appropriate education to each. It means giving every individual an opportunity to develop to his optimum capacity through the fulfillment of his fundamental desires for affection, recognition, security, and expression. This principle is at the heart of the democratic way of life. The community college, as one expression of that "way," gives force to the principle by making education life-long, personality-deep, and interest-wide. Beginning with older youth, no age or grade limits should be imposed. The whole individual, his physical, social, moral, and emotional, as well as his intellectual characteristics, will be nurtured in the direction of making a well-balanced and integrated personality.

D. *The importance of all honorable occupations should be emphasized, and they should be dignified through proper training and social esteem.*

Attitudes toward individuals and groups often result from false ideas concerning the work they do, and these false ideas frequently result from failure to apply the principles of science and technology to work, particularly the so-called

simple occupations. If the hierarchy that exists among occupations were eliminated and the training required in their practice increased, both the economic rewards and social esteem would rise. This tendency would in turn have a wholesome effect on the original occupational choices and on later adjustments. The basis of choice would be widened and frustration would be lessened if every individual were encouraged to choose the occupation best suited to his needs and interests. The community college, with its diversified offerings and its democratic approach is eminently fitted to make a significant approach toward the achievement of these ends.

E. *Education at its best is the process by which the individual develops his personal powers, and the ability and will to use those powers effectively for his own satisfaction and the welfare and service of society.*

The community college, as a part of the democratic public school system, is in a strategic position to implement this principle. It may assist in bringing education out of its "ivory tower." People will be evaluated in terms of the extent to which they use effectively whatever education they have in their personal life and in the services of the community. As education becomes more dynamic and life-related, it will be increasingly appreciated by a growing number of people as a means toward more effective living.

II. Functions Growing Out of the Suggested Guiding Principles

If the suggested principles are accepted as guides in the development of the community college, certain functions will inevitably be formulated as a means of implementing them. The functions listed below are merely suggestive, but they appear to be essential during the initial stages of the college. As it develops in practice, these functions may be revised or amplified, and others may be added.

A. *To provide for the continued general education of older youth and adults.*

The two large groups for whom the community college is peculiarly suited are (1) older youth, approximately sixteen to twenty-one years of age and (2) adults. These categories may be subdivided into smaller groups, namely: (a) persons who have not completed high school — those who have dropped out of elementary or high school or perhaps never attended school at all; (b) persons who have finished high school and who wish to study two or more additional years at home, looking toward the completion of college; (c) persons who have completed high school and who desire further education but do not plan to finish college. The community college will serve all these groups either with full-time or part-time programs.

There is a large number of persons who can profit from further

education, but who never considered further study because of the expense and distance involved in leaving home to attend a traditional college. The community college is designed to help make it possible for some of these persons to make a start toward the professional programs for which they are qualified; for others, to begin and often complete preparation for their choice of work; and for still others, to review subjects or take short courses either for occupational competence or personal satisfaction. Properly organized and conducted, the community college can conserve and develop a great reservoir of human resources that are now largely wasted.

B. *To provide the intermediate steps of a teacher-education program.*

Because of the general lack of preparation of teachers in the Virgin Islands, it has been suggested that some of the elements of teacher-education be offered in the junior and senior years of high school. Such temporary expedient might be coordinated with a two-year program of teacher-education in the community college. This plan could be tied in with a program of advanced study leading to a degree in such a way as to provide a unified and effective teacher-education program for the Islands. It would, of course, require scholarship and fellowship aid for study at cooperating colleges and universities.

C. *To coordinate and direct the vocational education of older youth and adults.*

In performing this function the community college will aid the entire community, as well as the enrolled students, in developing a reorientation and changed concept concerning the variety of occupations found in modern society.

The community college could be of special assistance to youth in their transition from school to work; to adults in the continual occupational adjustment which they are called upon to make during the period of their greatest productivity; and to older adults in their transition from full productive employment to partial and full retirement. Heretofore, no single agency has been equipped or assigned the responsibility of leadership in meeting the many and difficult occupational problems of these groups. Because of its orientation, purpose, and facilities, the community college is in a strategic position to assume this responsibility as one of its important functions.

D. *To stimulate and guide continued learning and growth in the various fields of adult interests and responsibilities.*

In order to carry out this function, there must be an understanding and application of adult psychology; an appreciation of adult interests, needs, abilities, and motives; the use of materials and methods suitable for adults, which will challenge their interests and stimulate their creative facilities.

Their cooperation will be enlisted through participation in the educational process which will receive its dynamic tones and impulse directly from practical, everyday needs and activities such as home and family life, preparation for marriage, civic and religious activities, leisure-time use, physical and mental health, choosing and making progress in an occupation, personal adjustments, and group relationships. Thus, learning will come to be regarded as useful in improving life in all its relationships, and, in turn, life will become more meaningful, expansive, and enriched. The community college offers the best hope of realizing these goals for the greatest number of citizens.

III. The Curriculum, Services, and Activities of the Community College Stem Directly from the Principles Governing It and the Functions It Performs

The community college should not offer the stereotyped curriculum found in the traditional college but should obtain its curriculum materials directly from the life of the community. If the community college is to extend its services to all adults, its offerings must be varied in order to suit the needs, interests, and abilities of a heterogeneous population. While there will be a common core for groups of individuals with common interests, there will also be a variety of offerings, geared to the objectives of specific individuals. This means that the offerings may range from literacy education to philosophy,

animal husbandry to personality development, formal academic subjects to art and music; and each of these may be offered on many levels of competency.

Among the special services that a community college needs to conduct is a guidance and counseling service. One of the main functions of such a service would be that of supervising and coordinating the guidance work in the elementary and secondary schools. Such a service as envisioned here is the key to the effective operation of the community college. It is through this service that unity, synthesis, purpose, and coordination in the entire educational program will be achieved. Moreover, such a service is essential in order to bring about the proper relationship between the college and its clientele, both students and citizens.

The activities which the community college sponsors will vary according to the needs and interests of its constituency. In addition to formal class instruction, there will be many activities of educational value that may be conducted through the library, conducted tours, forums, radio, and motion pictures.

In addition, the community college might appropriately sponsor such activities as community surveys, health clinics, agricultural and industrial fairs, music and art festivals, and institutes concerned with special subjects, such as workers' education and inter-group and international relations.

IV Organization, Administration, Facilities, and Personnel

The organization of the community college should be such as to take advantage of all the available community facilities that are appropriate for its purposes and all the qualified personnel whose services can be obtained.

While the central administrative unit should be appropriately housed, perhaps in the Island's proposed new high school building, most of the services of the college will be carried directly to the people in their particular neighborhoods. The chief executive officer should have the authority to transfer facilities for use of the community college program, keeping in mind the over-all interests of the total educational system. The financial support should make possible the employment of persons of special talent and skills on a part-time and a full-time basis. It should be possible to bring highly qualified personnel from the continental United States and elsewhere on a contractual basis. Adjustments might be made in the schedule of certain high school teachers and government employees so as to make their specialized services available on a part-time basis.

The administrative and teaching staffs, in addition to being highly qualified in their specialized fields, must be characterized by a deep understanding of human nature, by a flexible and imaginative mind, by a keen appreciation of the interests

and needs of adults, and by a sense of mission.

In order to assure proper coordination among all the units of the educational system of the Islands, it appears desirable to have a special board of control for the community college. It is suggested that the board be appointed by the Governor on a staggered-term plan, and that it be comprised of public-spirited laymen who are concerned with the total welfare of the Islands. It should include some rep-

resentation from the Boards of Education. The chief educational officer for all the Islands should have general executive responsibility for the college, which might be under the immediate supervision of a dean. While the services and activities should be developed and conducted by directors and heads of departments, or similar officers, care should be taken to assure an integrated and cooperative approach to all the educational problems of the Islands.

Analysis of Negro Junior College Growth

GEORGE H. WALKER, JR.

AN analysis of the 1951 *Junior College Directory* reveals important changes which have taken place within the framework of the small group of institutions called Negro junior colleges.

Number of Negro Colleges

The number of Negro junior colleges,¹ since the publication of the investigator's study² of 1950, has increased by only one institution, although two are listed in the 1951 *Directory* in addition to those which appeared last year—Clinton Junior College of South Carolina and Fort Worth Business and Distributive Education College of Texas. Organized in 1944, Fort Worth Business and Distributive School is the youngest of the Negro junior colleges. Conversely, Clinton Junior College, established in 1933, is not new. The 1951 *Directory*, how-

ever, was the first to list Clinton Junior College since its inclusion in the 1943 *Directory*.

The 1951 *Directory* lists Stillman College of Alabama as a junior college. Stillman College, however, is no longer a junior college; its senior college program was started in September, 1949, and its first commencement of four-year graduates was held in 1951. As far as the investigator can ascertain, Stillman is the twelfth Negro junior college, since 1939, to become a senior college.

A breakdown of junior colleges in terms of states gives the following distribution: Mississippi ranks first with five junior colleges; South Carolina, second with four junior colleges; Texas, third with three junior colleges; and Alabama, Missouri, and Tennessee, fourth with two junior colleges each; the remaining states—Arkansas, Florida, North Carolina, and Virginia—have one junior college each.

Enrollments

The enrollment figures for 1951 are those covering the entire academic year of 1949-50, including summer school. These figures indicate that the largest total enrollment for a single state is in Mississippi with 1,404 students enrolled in five junior colleges; in terms of a single institution, the Norfolk Division of Virginia State College, Norfolk, Virginia, has the

¹Of the twenty-six junior colleges listed by the 1951 *Directory* as Negro institutions, one is now a four-year institution and three are white or predominantly white institutions. Consequently, twenty-two junior colleges are used in the analysis. They are the following: Alabama State College, Junior College Branch; Bettis Junior College; Clinton Junior College; Conroe N. & I. College; Dunbar Junior College; Edward Waters College; Fort Worth Business and Distributive Education College; Friendship Junior College; Immanuel Lutheran College; Lincoln Junior College; Mary Holmes Junior College; Morris-town N. and I. Junior College; Norfolk Division of Virginia State College; Oakwood Junior College; Okolona College; Piney Woods College; Prentiss Institute; St. Phillip's College; Southern Christian Institute; Stowe Teachers College, Junior College Branch; Swift Memorial Junior College; and Voorhees Junior College.

²George H. Walker, Jr., "Analysis of Negro Junior College Growth," *Junior College Journal*, XXI (December, 1950), pp. 221-225.

TABLE I
SIZE OF JUNIOR COLLEGES AS VIEWED THROUGH
A BREAKDOWN OF ENROLLMENT FIGURES

Enrollment	Total	Number of Colleges	
		Public	Private
1- 49	2	0	2
50- 99	3	0	3
100- 199	5	1	4
200- 299	3	0	3
300- 399	3	2	1
400- 499	2	0	2
500- 599	2	1	1
600- 699	1	1	0
700- 799	0	0	0
800- 899	0	0	0
900- 999	0	0	0
1000-1099	1	1	0
Total	22	6	16

largest enrollment with 1,018 students.

Table I illustrates how diminutive the Negro junior college is. Of the junior colleges with fewer than 100 students 22.7 per cent are privately controlled, 72.7 per cent

(five public and eleven private) have enrollments which range from 100 students to 695 students. The only Negro junior college with an enrollment above 695 is the Norfolk Division of Virginia State College.

TABLE II
COMPARISON OF JUNIOR COLLEGE ENROLLMENT FIGURES IN
CLASSES FOR SCHOOL YEARS 1949-50 AND 1948-49

Class	Number	Percentage	
		1949-50	1948-49
Freshman	2,297	35.6	27.6
Sophomore	1,339	20.8	20.1
Special	1,949	30.2	44.2
Adult	862	13.4	8.1
Total	6,447	100.0	100.0

Table II shows that the leveling-off of special students is still in progress. Last year's analysis showed that special students were 44.2 per cent of the total junior college enrollment. This year's analysis shows that special students are 30.2 per cent of the total junior college enrollment, which is

a 14.0 per cent decline. Moreover, the school year of 1949-50 experienced an increase in all classes of students except special students. Freshman enrollment increased by 8.0 per cent, sophomore enrollment by .7 per cent, and adult enrollment by 5.3 per cent.

Table III gives adult enrollment

TABLE III
ADULT ENROLLMENT IN JUNIOR COLLEGES OVER
A THREE-YEAR PERIOD FROM 1949-1951

Year	Total	Adult	Percentage of Adult
1951	6,447	862	13.4
1950	6,347	513	8.1
1949	5,961	525	8.8

for a period of three years. The years 1950 and 1951 give significantly different pictures of adult enrollment. A comparison of 1950 adult enrollment with that of 1949 shows a decline of .7 per cent for 1950. On the other hand, a comparison of the 1951 adult enrollment with that of 1950 shows an increase of 5.3 per cent for 1951.

Number of Faculty

The *Directory* reports 244 full-time instructors and 149 on part-time basis in 22 institutions, or a total of 393 this school year as compared with the 459 instructors of last year. This is an average of 17.8 instructors per institution as compared with 21.8 in 1950. The 149 part-time instructors are equivalent to 47 full-time instructors. This makes a total of 291 full-time instructors or 13.2 full-time instructors per institution.

Accreditation and Association

Membership

Of the twenty-two institutions, seven or 31.8 per cent are accredited by the Southern Association of Colleges and Secondary Schools and one is accredited by the North

Central Association of Colleges and Secondary Schools. Five of the eight accredited institutions are privately controlled and the remaining three are publicly controlled.

Eight of the twenty-two institutions in the 1951 *Directory* are active members of the American Association of Junior Colleges.

General Considerations

Increased adult enrollment is a significant development. The Negro junior college, to a greater degree, is attempting to serve an increasing number of adults. As a result of this increase, the curriculum of the junior college now includes more vocational, cultural, and "special interest" courses of concern to adults than ever before.

Moreover, if the Negro junior college plans to continue its implementation of the community services concept, many other courses must be created to meet the needs of both adults and non-specialized youths who are to become the productive strength of their communities.

A Reading Laboratory in Operation

ALAN SNYDER

IN AN attempt to increase reading competency, El Camino College has instituted an experimental "Reading Laboratory" (English B), a three-unit, three-hour course which meets two times a week in one and one-half hour sessions. Students who, according to results taken from an English Placement examination, read less than 170 words per minute or whose reading comprehension score is less than 60 per cent, or both, are channeled into the class by the personnel office. In addition, students who express an interest in more efficient reading habits, or those whose reading scores are slightly above the "crucial" figures, are permitted to enroll.

During registration each student choosing to enroll in English B, or having been directed to the course, is given a general eye examination. The Keystone Telebinocular is used for the screening test, and, with this device, the instructor is able to classify the visual acuity of each student as "very good," "good," "average," "below average," "poor." Students whose eyesight has been screened into the lower categories are advised to have a more complete professional examination. About six students each semester need a more accurate examination, according to the gross results yielded by the Telebinocular testing.

At the first meeting, the instructor discusses the problem of reading, suggesting the many complicated and inter-relating factors involved. Terms such as "regression," "fixation," "transposition," "comprehension," "inference," "interpretation," and others, are explained. Not only is the concept "visual span" discussed, but the film, *Speeding Your Reading*, is shown, the chief feature of which is to show a person reading and to show what his eyes do in the process. The triple combination of lecture, demonstration, and film is effective in securing and maintaining interest, and students are able to share the problem of "efficient reading" as one coming under their responsibility.

For fifteen minutes each session during almost two-thirds of the term, the Keystone flash-meter (tachistoscope) is used. Digits, words, and phrases are projected on a screen, and the students identify what they see by writing their perceptions on paper. The digit span is gradually increased to 8-9 items and the interval of exposure, in many cases, decreased to one-one hundredth of a second. The gradual eye movement drill facilitates the ability to see quickly more material per fixation.

Both parts of the Traxler Reading Test, designed for twelfth grade students, is then given to the

class. Infrequently, students have been channeled into the reading laboratory who do not belong there, having done poorly on the entrance examination because of distracting or mechanical factors. These students are permitted to leave the class, but to date, not one has accepted the opportunity.

After the test has been scored and the grades recorded, the test is analyzed by the instructor and the class, and the structure of writing is emphasized. How-to-find-the-main-ideas and the function-of-inferences are demonstrated, using the material which the students have already read, and the general characteristics of language structure are discussed.

The art of phrase-reading is explained and demonstrated, and the class is given a variety of material with which to practice reading from idea-to-idea rather than from word-to-word, or from letter-to-letter. In one session, an issue of *Newsweek* is used. Having counted the words in the majority of the articles, the instructor gives two-to six-minute time tests on this material, and the students practice especially the art of locating the who-what-when-how-why of each article. In another session, the current daily newspaper is used. Not only is phrase reading practiced by each student but the rapidity of extracting the main ideas from each article is demonstrated. Students enjoy reading current material, and many have reported enjoying the daily papers to a far greater

extent than ever before. In fact, many students begin reading the newspapers, other than comic strips and sports, for the first time. Articles and stories from *Harpers*, the *Saturday Evening Post*, *Atlantic*, the *New York Times Magazine Section*, and other magazines of quality are used for weekly speed-and-comprehension tests. From these articles, the instructor devises a variety of tests—multiple-choice, true-false, short answer, and one paragraph answers. Also, free material such as, *The History of Football*, by the sports editor of the New York Times, *Interesting Origins of Words* by the Merriam Company, and selected paragraphs from current textbooks are used for speed and comprehension tests.

For the first time the textbook, *How to Read Better and Faster*, by Norman Lewis is being used to supplement the many short speed and comprehension quizzes. This book contains many short exercises designed for reading speed and accuracy.

Every week twenty college-level words, taken from newspapers, magazines, and textbooks are introduced in class, discussed, and incorporated into the students' recognition vocabulary. Listening tests in which the instructor reads material, after which the students write down main ideas and other pertinent facts, are given sporadically. A few sessions during the fourteenth and fifteenth weeks are used to help the students taking

other courses—by reading from their textbooks material which will appear on final examinations, and by aiding them in organizing their notes and reading. At least three sessions are devoted to study in class. The value of sub-headings, underlining, outlining, analyzing, and synthesizing large sections of material is not only discussed in lecture but demonstrated by the instructor, and the students do the work in class, under close supervision. No homework is assigned at any time, except upon request.

Although the class follows a group schedule, certain individuals having particular difficulties are given separate assignments, and, for example, the older students are allowed to progress as fast as their interest and ability demand. Often, split assignments are given in order to meet special needs and circumstances. For instance, one student, a teacher at another school, found he could not keep up with the technical material in his trade and came to class primarily to learn how to read highly concentrated material faster and more efficiently. In order to meet his needs he was permitted to use the very material he was trying to master, and the instructor supervised his reading, giving him additional work in comprehension, far above the level of the average English B student.

Although many short speed and comprehension tests are given throughout the semester, there are, in addition, six major tests ad-

ministered throughout the term, and the results of these tests are recorded by the students and are discussed with the instructor during special consultation periods. Many times certain slow readers have come to the office at a time which is convenient to them and have been given individual help regarding studying and comprehension which has taken root almost immediately. One student presented with the possibility of failing three courses, according to mid-semester reports, rallied with the help of English B, and made substantial C grades by the end of the semester. In addition, according to his report, he began to enjoy his courses, once he "got the hang of it." A boy who increased his reading rate to 610 words per minute on the final test reports that his comprehension on two courses had never been as good, that he now reads newspapers and has begun to find time for novels.

In a combined class total of 75 (three sections) only seven students, five of whom were foreigners, failed to read 300 words per minute or better on the final reading test. Eleven students enrolled in the next semester's class for additional training, even though there is no credit given for a re-take. Fifteen students throughout the semester commented on the interesting reading material employed in the course, and several have begun reading in the library other articles in the magazines used in class. It should be emphasized that,

though speed and comprehension are vitally important, the ultimate aim of the reading laboratory at El Camino is to develop permanent reading habits which will enrich the intellectual, emotional, and civic life of the adult. The profit and pleasure to be derived from the reading activity are emphasized throughout the course, and it is firmly believed by the instructor that *no student will read well unless he likes to read.* Thus, the material presented for reading, though adult, is stimulating and varied, and there is no attempt throughout the course to moralize the student into being a good reader. Over and over again students ask permission to borrow copies of reading materials used in class, in order to show them to a friend or relative.

The speed and comprehension scores made on the final reading test given during the sixteenth week are not spectacular, but they do show consistent progress toward the attainment of rapid, efficient reading. By arbitrarily selecting every other score in the rollcall one notes that, out of twenty-seven students who took the first and last tests, and whose attendance records were satisfactory, an improvement resulted in speed in twenty-six cases, ranging from eighteen per cent to the unique gain of seven-hundred per cent. One boy who practiced at least fifteen minutes

a day, using the daily newspapers and magazines in the library, "between classes, as a game," read the final test at the rate of 806 WPM and answered correctly fifteen out of twenty multiple choice questions.* In this group not one student failed to increase significantly his own comprehension score over that made in the first examination. Also, without exception, those whose speed scores showed the smallest percentage of improvement, indicated the greatest improvement in comprehension. For example, one student who read at the rate of 159 words per minute at the beginning of the term, and whose comprehension score was only five correct responses in fourteen attempts, read 243 words per minute on the final, with a comprehension score of thirteen correct out of thirteen attempted.

Many students doubled their reading rates, but are still "slow" readers; for example, a typical case is the score of the student who read at the beginning of the term at 129 WPM with 4/6 comprehension, and who read on the final at 235 WPM with a comprehension score of 12/13.

In addition to speed-comprehension tests, many reading exercises were given after proper instruction on what-to-look-for and where-to-find-it with comprehension and *not* speed emphasized. These tests consisted chiefly of requiring the student to determine the main idea. Four reading tests of this type, spaced evenly throughout the term,

*The scores on the first test given were 144 words per minute with a comprehension of one correct answer out of seven questions attempted.

indicated at the end of the semester that comprehension of standardized material, read during a reasonable length of time, did not go under seventy-two per cent in any case, and this result included foreign students who had been in

the United States less than two years. Thus, the course designed to emphasize comprehension more than speed not only improved comprehension, but, as the results show, consistently and significantly improved reading speed.

Experiences of Compton College Guidance Office in Developing a Twenty-Year Educational Follow-Up Study

GORDON D. AUMACK AND LUCILE A. DOUGLASS

SOON after the establishment of Compton Junior College in 1927, the Director of Research and Guidance, Paul Martin, decided that one of the best ways to check on the scholastic standards of the school would be to follow the success of students transferring to colleges and universities. Mr. Martin and an assistant, Mrs. Lucile A. Douglass, worked out the original methods of obtaining and analyzing the necessary data. During the course of the study these methods were refined and altered many times. The actual study was started in the fall of 1930 for those students who had transferred to other schools during the academic year 1929-30 and has been carried on from that time to the present. The responsibility for the task has been centered in the office of the Dean of Guidance.

How the Study Was Made

The method used in making the study has two major segments. First, an opinion questionnaire is sent to every student who transfers to another school. Second, the academic work is checked by sending for the courses, units, and grades achieved by the transfer after his

¹A study of first and second semester records made by entrants to the University of California, Office of Relations with Schools, University of California, 1939.

first semester. It was realized that a longer period of time represented at the transfer school might have made the study more thorough but several factors forced the use of the first semester only: the period of time elapsed in getting and assembling the data would have stretched out to the point where they would be of no practical value; the amount of clerical work would have been increased immeasurably; and several studies seemed to indicate that for the majority of students the caliber of the first semester's work in college is not very different from that of succeeding semesters.¹

In making the study, requests of students for transcripts each semester were tabulated, and every student on the list was sent a questionnaire, along with a covering letter explaining the purpose of the questionnaire and a return envelope. A letter was sent by the director of the junior college to each institution represented on the transcript list asking for the record of the student's work for the first semester. When these replies were complete for a given semester or year, a comparison of grades at Compton Junior College and at the transfer institution was made by individual student and by school. The material was then tabulated and sum-

marized for universities, four-year colleges, state colleges, out-of-state colleges, and other junior colleges. The student questionnaires were typed when returned and placed together with the statistical material for each semester or year.

Some of the experiences of the study as it progressed from year to year are noted here in the hope that they may benefit other institutions trying a similar research project. At first, when the school was small and the faculty limited, considerable time and energy were spent in making a detailed analysis of faculty members through their transfer students in order to arrive at ratings of probationary teachers, but the time lapse was too great and the teachers had been dismissed or made permanent faculty members before the information was available. Hence, this part of the study was discontinued. When the schools situated locally heard of the study, several opened their facilities and actual interviews were held with the transfer students. If this is possible it is an excellent method, as direct contacts are far better than mailed questionnaires. As an investigation of this kind progresses, many problems and questions worthy of further study are raised but economy and efficiency such items should be set aside for the future.

Materials Needed in the Study

1. The scholarship records of transfer students at Compton Junior College.
2. The scholarship records of transfer students at the new institution.
3. Lists of transcripts requested by students at Compton.

4. Questionnaires sent to transfer students after their entrance into the new institutions (see Fig. 1).
5. Records of personal interviews conducted with students after transfer to other schools.
6. All available permanent records and student folders for the transfer student during his term of residence at Compton Junior College.

Another point is important to remember in connection with the operation of a study of this kind. Sufficient time must be granted to some one individual to coordinate the routine and to complete the enormous amount of statistical work.

Some Recurring Comments of Students in Their Questionnaires

Typical of the comments made by students about transfer institutions year after year are these. The university or college is too big, too formal, the classes are too large, and the instructors are too removed from the student. The faculty members of the transfer school know the subject matter better, are better informed, have a better background but are unable in large measure to teach adequately. Another comment is that each course in the transfer school has enough work required on the outside to take up most of the student's time. When multiplied by four or five such courses the load is too much. For the first ten years of the study, one comment time and again was given by transfer students. Now, it is practically never found on questionnaires. This concerned the unfair method of grading by readers rather than by in-

Fig 1

Compton College Educational Follow-Up Questionnaire

1. When did you make up your mind to enter _____ college or university?
Check one: 12th year high school or before?
 13th year high school or before?
 14th year high school or before?
2. Please list the high schools which you attended.
From which high school did you graduate? Date
3. Did you attend any other college before enrolling at Compton? If so, please list.
4. In which College or the University are you enrolled?
5. What is your major? When did you decide on your major?
6. For what profession are you preparing?
7. Were any deductions made from your junior college record when transferring to the university?
8. Did you make up any high school deficiencies (subject or grade) in Compton College? If so what were they?
9. What differences have you found between the teaching methods used in the junior college and the university?
10. Do you feel that you were adequately prepared in a scholastic way to meet university methods or standards? If not, please mention in what ways or in what subject you were not adequately prepared.
11. What difficulties of adjustment are you meeting at the university other than scholastic? Social, Financial, Transportation, Residence, Other.
12. What counseling have you had since transferring to the university? Which office and who gave the actual counseling?
13. What could we have done at Compton College to make your transfer easier and more successful?
14. What can the university do to make the transfer of junior college students easier and more successful?
15. Who was your counselor at Compton College?

structors. Whether the decline of the reader system accounts for this obvious change or whether the readers are fairer now is hard to tell. However, it is an interesting shift in opinion.

Typical of the many comments made by the students about the junior college are the following. Students receive more personal attention from their instructors. It is a good intermediate step between high school and the university. The junior college is run too much like a high school. Students should be advised to make up their minds as soon as possible about where they are going to finish their education,

what their departmental major will be, etc. Students should secure a catalogue of the school to which they are planning to transfer and go over requirements with their advisors. In the first fifteen years of the study, comment was general asking for more and better counseling and counselors. This too has become less apparent in questionnaires and possibly indicates that the guidance people at Compton are doing a better job as a result of constructive criticism.

One other student comment is very important as it is concerned with both the junior college and the transfer school. There have al-

ways been requests for a closer relationship between the two institutions. Students feel that this liaison would accomplish several objectives. First, it would aid in the evaluation of students' transcripts upon entrance. Second, it would make the actual move from school to school easier on the student. Third, such liaison would have a wholesome reaction on departments, instructors, course material, and methods in both the transfer school and the junior college.

In California two universities have shown an interest in inter-school relationships, have listened to such student criticism, and have acted accordingly. The University of California on all campuses has an Office of Relations with Schools that functions primarily to smooth out difficulties such as have been discussed above. Now the University of Southern California at Los Angeles is performing the same service. For the junior colleges in the area it is a major factor in helping with the solution of many problems. An active junior college association on a state or regional basis can also be a vital factor in furthering inter-school relations.

Some Conclusions Reached as a Result of the Study

First, Compton Junior College is doing an adequate job with its transfer students. Spot studies show that about thirty per cent of successful transfer students would have been unable to go directly to college at the end of high school. This indicates that no pattern of

courses and/or level of grade achievement is an adequate screen for college entrance. The best indicator is a trial at college work, and the junior college seems logically to be the agency for it.

Second, on the average the student has the right to expect that he will do as well in the transfer school as he has done in the junior college. This pattern will vary slightly because statistics indicate that the student going to the large university can expect to have his grade point average drop about a quarter of a grade point his first semester. On the other hand, if he transfers to the state colleges or to other four-year schools, he can expect to have his grade point average rise slightly under half a grade point.

Third, by combining statistical material that is relatively objective with questionnaires that are relatively subjective, a study of this sort tends to produce material that is invaluable in curriculum work. The results of checking standards of departments or areas within the school can be shown to the faculty with the expectation that constructive changes will be made. Also the results of the work of the Records Office and the Guidance Office can be analyzed and evaluated, and better methods worked out for the convenience of future transfer students.

Fourth, a very interesting problem presents itself to the counseling staff concerning the direction of students to transfer institutions.

**SUMMARY OF INSTITUTIONAL FOLLOW-UP
INCLUDING YEARS 1929-1939**

	No. of Compton Students Transferring	Compton Grade Point Average	University or College Grade Point Average	Scholarship Average Down	Scholarship Average Up
Universities	724	1.44	1.30	.14	
Four-year Colleges	75	.99	1.44		.45
State Colleges	97	.84	1.28		.44
Out-of-state Colleges	93	1.02	1.36		.34
Junior Colleges	136	.71	1.11		.40

**SUMMARY OF INSTITUTIONAL FOLLOW-UP
INCLUDING YEARS 1939-1946**

	No. of Compton Students Transferring	Compton Grade Point Average	University or College Grade Point Average	Scholarship Average Down	Scholarship Average Up
Universities	513	1.49	1.36	.13	
Four-year Colleges	72	1.43	1.75		.32
State Colleges	83	1.06	1.39		.33
Junior Colleges	117	.72	1.41		.69

This is particularly true of a marginal student, that is, one who has about a "C" grade average or a 1.00 grade point ratio. It can be shown that if he transfers to Institution 'X,' his grade point ratio can be expected to drop, and he probably will find himself on academic probation; his graduation from Institution "X" is problematical. On the other hand, if he goes to Institution "Y," he may expect to raise his grade point average, and he has a reasonable chance of securing his bachelor's degree. The superior student is assured of success no matter where he transfers and is therefore no problem in this sense. The difficulty arises for the counseling staff during the interview with the marginal student. Is it completely ethical to share these data with students, and even more, to counsel students toward transfer schools where

their success is better assured? Psychologically, this seems to be indicated because it would make for better adjusted individuals in society upon graduation from college. However, this does not take into account the additional problems of social and cultural development, as much a part of student life as grades in courses. Philosophically, there would seem to be many facets to this problem.

Fifth, as the study progressed from year to year, particularly during the war years, discussion arose over the question of whether there was any significant difference in the average of students over the years. The results showed that when the junior college movement was beginning in the state and had not been established academically, there was a period of four years from 1929-1930 to 1932-1933 when transfer students did

relatively poor work at nearly all transfer institutions. Starting in the academic year 1933-1934 and to the present, there seems to be no clear-cut variation in any group of transfer students until the year 1945-1946. This starts a trend that seems to point slightly downward as far as academic achievement is concerned. It also coincides with the larger number of transfer students at the end of World War II. The reasons are difficult to estimate. Larger classes, poorer instruction, large numbers of veterans in school who would not normally have gone on, overcrowding in the universities and colleges with the consequent aggravation of transfer difficulties, all these things probably played their part. It will be interesting to see if this trend turns upward again in the years when the post-war peaks of students have passed.

Last, a study of this nature has significance for the junior college administrator particularly and also implications for the administration of the transfer institutions. It is a vital check on the success or failure of many phases of the junior college program. It is material that should prove challenging to the faculty in working on curricular problems, grading standards, teaching methods, guidance techniques, etc. It has tremendous value from the standpoint of

public relations, although the data contained in the study must be used with care. At Compton, for instance, a ten- and five-year summary were published along with a short explanation under the title, "Here Is Something We Are Proud Of,"—and were distributed throughout the community and the state. This sort of material makes the job of interpreting the school to the community an easier task for the administrator and a clearer, more definite pattern for the community to observe.

Conclusion

If the time and energy consumed in the making of the study were finally usable only by the Guidance Office at Compton Junior College, the results would have justified the expenditure, but its applications reach into many other areas. The guidance program has grown, been refined, constantly undergone change to meet new or varied needs, and gradually adjusted to the student. The request for and the processing of transcripts in the records office has undergone constant revision in order to facilitate the transfer of students. The implications of the study will be carried into even broader areas of the community college concept by introducing pertinent facts into curriculum meetings with the entire faculty.

Some Aspects of the Status of Junior Colleges in the United States

Arizona

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I. Major Provisions in the State Law

Function of the junior college is not defined by state law; however, the law implies that junior college education in Arizona is higher education. Any high school board of education may authorize the establishment of a junior college if the high school has one hundred or more pupils and if the district has five million dollars or more of assessed valuation. The state pays a lump sum of \$75,000 to any junior college if the enrollment is one hundred or more. The remainder of expense is paid by district levy. Students are admitted to junior colleges in Arizona if they are high school graduates or have had fifteen units, including the seven prescribed by the State Department of Education. They are also admitted if they are over twenty-one years of age, regardless of previous training. A veteran over eighteen is admitted regardless of previous training. Sixty-four credits of terminal or university work or a mixture of both are necessary for the acquisition of the Associate in Arts degree which is given to all graduates. The minimum requirements in training for the faculty are a master's degree, one year of experi-

ence, twenty-four semester hours of psychology and education.

II. Articulation Policies

The training which is given in the senior high school is acceptable, especially the upper two years. The college deans are allowed to visit the homerooms and talk with the high school seniors. With regard to university articulation, the North Central colleges and universities agree to accept sixty-four units of junior college work, and as many as ninety have been accepted. While Phoenix College and Eastern Arizona Junior College carry on adult education programs, they are not too well coordinated with the other agencies for adult education in the community.

III. Professional Organizations of Junior College Teachers and Administrators

There is no organization for junior college teachers and administrators at the present time. However, almost all the members of the faculties of the junior colleges in Arizona belong to the Arizona College Association, which includes also the teachers from the four-year colleges.

IV. Major Trends and Plans for Junior College Extension in the Years Immediately Ahead

While there is talk of more junior colleges, there is actually very little action being contemplated. Neither the communities nor the

legislature are anticipating any great expansion. In fact, there has been no increase in the number of junior colleges in the last twenty-five years—Arizona is a sparsely settled state.

V. Major Developments on a State-wide Level

During the past two years, Eastern Arizona Junior College has unsuccessfully endeavored to be taken over by the state and become a part of the state university. There has also been a continuing movement to obtain per capita aid.

Indiana

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The junior college movement has developed slowly in the state of Indiana in the last twenty-five years. At the present time there are three junior colleges in the state. Two are privately controlled, the other, Vincennes University, is a quasi-public institution. The State Board of Education reports that so far as any public legislation is concerned, Vincennes University is the junior college of Indiana. The Burns Indiana Statute Directory does not mention any general junior college law.

Extension centers from the state universities have, to a large degree, fulfilled the functions of a junior college in the state of Indiana. There is no professional organization of any kind joining the faculties and administration of the three junior colleges. The only legisla-

tion which appears on the state statutes concerns the various phases of development of Vincennes University, and no major trend in general support of junior colleges appears in the state at the present time.

Vincennes University has offered two years of standard college instruction since 1873 and has been referred to as a junior college since the publication of its annual catalog in 1899. Currently Vincennes University is in the midst of developing an entirely new campus, proposing an expenditure of approximately two million dollars.

In 1931 the general assembly of Indiana authorized Knox County to extend annual financial aid for maintenance and support of the university. An annual levy has since been approved by the county commissioners. In 1939 the general assembly amended the act of 1931 to establish the public status of the institution and declared Vincennes University to be, "A public school corporation in and for the County of Knox."

In 1941 the state attorney general interpreted the amendment of 1939 as entitling faculty members of Vincennes University to share in the benefits of state teachers retirement fund. The general assembly passed a bill in 1947 providing that each year the state match the fund derived from Knox County taxes levied for the benefit of Vincennes University with an appropriation from the state school fund.

The Junior College World

JESSE P. BOGUE

THE Executive Secretary's entire space in this issue of the *Journal* will be devoted to one of the most significant and valuable activities of the junior college movement. It is the ever-increasing interest in and attendance at the summer sessions of universities which are offering seminars, workshops and courses of study for staff and faculty personnel for these institutions. In fact, there is not sufficient space to report on all of the sessions. Those not included this time will be presented in the next issue of the *Journal*.

A number of the universities are now making plans for the sessions of 1952. Additional universities have made inquiries, and this writer has been requested to teach the junior college class at the Johns Hopkins University next summer. In the judgment of this writer, every junior college should begin to plan for one or more of its teachers to attend one of these seminars next summer. Some colleges are assisting teachers financially for summer studies. It is reported that the results in better work are worth far more than the investment. It is further understood that an evaluation study of this kind of program for junior colleges will be made.

California, University of, Berkeley. At the 1951 summer session, two groups were engaged in study

of the junior college. The first group under the guidance of H. A. Spindt, Director of Admissions, spent the weeks of summer session in a study of the problems of teaching in the junior college. The second group under the leadership of Dr. Harry M. McPherson, Superintendent of Napa (California) Junior College District, studied special problems of the junior college, particularly human relationships in administration and guidance. In addition to the usual large percentage from California, registrants appeared in both classes from Missouri, Pennsylvania, Florida, Arizona, and Washington. Similar courses permitting a maximum of individual study are planned for the 1952 summer session.

California, University of, Los Angeles. The California Study of General Education in the Junior College concluded with a six weeks' workshop held at the University of California in Los Angeles from June 18 to July 27 under the joint direction of B. Lamar Johnson, Director of the Study and Dean of Instruction at Stephens College, and Dr. James W. Thornton, Jr., Vice President of Orange Coast Junior College (California). Members of the workshop prepared compilations of resource materials in the following fields: Humanities, Creative Arts and Foreign Language; Science, Mathematics

and Health; Communication and Personnel Services. These materials are to be used as a basis for additional publications by the state-wide General Education Committee, which has been organized by the California State Junior College Association under the chairmanship of Forrest G. Murdock, Vice President of the Association and Director of El Camino College (California). This committee under Mr. Murdock's chairmanship is responsible for carrying on activities and programs initiated during the fourteen months' study. The concluding sessions of the workshop consisted of a two-day conference on general education, the program of which featured workshop participants and representative California educators. The final address of the conference was given by Dr. Arthur S. Adams, President of the American Council on Education.

Cornell University. The course offered dealt primarily with vocational-technical education as found in the junior college and technical institute. The content included a study of types of technical occupations and the needs of industry for trained workers; socio-economic trends and their impact on vocational education programs; program patterns in junior colleges, technical institutes, adult vocational schools and plant training programs; a brief summary of the historical development of these institutions; and a comparative study of developments and trends in voca-

tional-technical education in various parts of the United States. The course was taught by Professor Lynn A. Emerson.

Denver, University of. Seventeen students from Maryland to California and from Minnesota to Texas were in the three-weeks' workshop. The proceedings will be off the press very shortly and may be secured from the Graduate School of the University. Lawrence L. Bethel, of New Haven YMCA Junior College, directed the workshop and was assisted by Jesse P. Bogue and Marvin Knudson of Pueblo Junior College, Pueblo, Colorado. Although each student pursued solutions to individual problems with special reference to his or her own work, special attention was given to three main fields of interest identified by the participants: public relations, general education, and teaching techniques. The workshop started on June 30 with a two-day session at Idlewild in the Rockies and was completed on July 20. During the session, the group visited the junior college workshop at the University of Colorado and made a field trip to Pueblo Junior College. An extra-curricular week-end was spent at Beaver Dams, reached from Denver via Laramie, Wyoming, where a visit was paid to the University of Wyoming.

George Peabody College. A seminar-type graduate course, "The Junior College," was conducted during the 1951 summer session under the leadership of Dr. Roosevelt Basler, Professor of Educa-

tion. Thirty-three graduate students representing junior colleges in fourteen states were enrolled in this four quarter-hour course which covered a period of nine weeks. Represented in the group were junior college deans, registrars, guidance workers, and teachers. Practical solutions to a number of important problems found "on the job" were developed by individual students and small groups and were reported to the seminar. Particular attention was given to the factors connected with the development of terminal programs and the community college idea. The class also developed a set of "Potential Adaptations in Junior College Organization and Curriculum for Meeting the Emergency Conditions in the Years Ahead." Beginning with the 1951-52 school year, a second graduate course in the junior college sequence, "The Curriculum of the Junior College," will be offered with Dr. Roosevelt Basler as instructor. In addition, tentative plans have been made for conducting a short-term workshop at this institution during the summer of 1952 for junior college administrators and teachers.

Iowa, State University of. The workshop at this university was confined to one packed week's work from June 25 to 29. Jesse P. Bogue was chief consultant and was assisted by J. P. Street of the State Department of Public Instruction; Roy Minnis of the School of Education; Dean E. T. Peterson; Provost Harvey Davis; Professor Hew

Roberts; and several specialists from the Bureau of Public Information and the School of Nursing. Forty students and visitors took part in the discussions which emphasized adult education, public relations, teaching techniques, and some aspects of general education. T. D. Schindler, President, Lower Columbia Junior College, Longview, Washington, and R. I. Meland, Dean, Austin Junior College, Austin, Minnesota, attended the workshop and enriched the program with their experiences and knowledge from their respective fields.

Kansas State Teachers College. The junior college workshop had an enrollment of twenty-five persons who were in teaching and administrative positions in the junior college field. The philosophy of the workshop was built around the life adjustment values for secondary education. In the selection of problems, particular emphasis was given to terminal education values as conceived in the new community college. The new community college was thought of as an institution that should broaden its curriculum offerings and its teaching procedures so as to serve the needs, interests, and abilities of the young people of junior college age within the area embraced by the community college. Special attention was also given to adult education possibilities and to late afternoon and evening school programs that would be geared to the improvement needs of persons within a

given community college district. The program was directed by Dr. William A. Black and the leader was Dr. Merle Prunty, Director of Extra-class Activities, Stephens College, Columbia, Missouri.

Loyola University, Chicago. Loyola University had an enrollment of twenty-seven students in its junior college course during the summer term. Consideration was given to the history and philosophy of the junior college movement, the organization and administration of junior colleges, the curriculum, and student services. Particular emphasis was placed on a critical evaluation of general education and the terminal programs in operation at the junior college level.

Michigan State College. The Executive Secretary, Jesse P. Bogue, conducted the seminar in junior college education from July 30 to August 17 with the assistance of Tom Ford, Director, Junior College Cooperation, Michigan State College, and Milosh Muntyan of the Graduate Department. Several members of the Basic College attended the seminar and made outstanding presentations. Students also visited Basic College classes. The seminar was attended by students from Michigan, New York, Florida, and Louisiana. All deans of junior colleges in the state except one attended the seminar for one or more sessions and short conferences were held with them. Field trips were made to Flint Junior College and Jackson Junior College, and the Executive Secretary visited

Northwestern Michigan College at Traverse City which opened its doors for the first time this fall with an enrollment of between 75 and 100 full-time students and about 2,000 adults. The adult program has been under way for several years and is one reason for the development of the community college. Consideration was given to something of an overview of the community college movement, but each student or group of students worked on special projects.

Michigan, University of. A graduate level course on the junior-community college was included in the program at the University of Michigan during the summer session of 1951. Under the direction of Algo D. Henderson, Professor of Higher Education, the course included some participation by Leonard V. Koos and Francis Bacon; also participation in a workshop on vocational-terminal education. Among the sixteen registrants were several instructors from junior colleges.

Mississippi, University of. A conference on General Education was held at the University of Mississippi from July 29 to August 4. All of the junior and senior colleges of Mississippi had representatives in attendance at all meetings. The courses — The Junior College, Problems of the Junior College, The Junior College Curriculum, and The Junior College Student—were taught by Dr. Ben W. Jones during the summer session.

New York University—Antioch College. The Department of Higher Education at New York University and Antioch College jointly sponsored the second higher education workshop which was conducted at Antioch, August 13 to 31. College teachers and administrative officers from public and private colleges located in sixteen states were enrolled in this workshop. Particular attention was given to cooperative work-study programs and to student-faculty participation in community government. In addition to making an intensive study of the Antioch experience in these matters, the workshop visited neighboring colleges and conferred with administrative officers. Wilmington College, Central State College of Ohio, and Wittenberg College were visited.

New York University—Sarah Lawrence College. The fifth annual workshop for college teachers, sponsored jointly by the Department of Higher Education of New York University and Sarah Lawrence College, was conducted at Sarah Lawrence, June 4 to 29. One hundred and sixty college teachers coming from all sections of the United States were enrolled in this workshop. The major emphasis was on issues in contemporary society and the implications of these for the program of general education. The workshop was organized around informal seminars, supplemented by daily general workshop meetings devoted to problems of general concern. Workshop mem-

bers earned six points of graduate credit in the School of Education, New York University.

Texas, University of. The Tenth Annual Junior College Conference was conducted at The University of Texas, May 31, June 1 and 2. Delegates attending represented most of the junior colleges in Texas as well as junior colleges in some of the neighboring states. (Please note non-use of term "out-lying territories." The Editor has heard that joke too many times.) Directors of the Conference were C. C. Colvert and J. W. Reynolds, both of the faculty of The University of Texas. The Conference program featured four specialists in the junior college: Jesse P. Bogue, Executive Secretary, American Association of Junior Colleges, Washington, D.C.; J. Anthony Humphreys, Director of Guidance, Woodrow Wilson Junior College, Chicago, Illinois; Marvin Knudson, President, Pueblo Junior College, Pueblo, Colorado; and Charles S. Morris, President, San Mateo Junior College, San Mateo, California. These specialists made a dual contribution to the Conference: each gave an address and each participated in a panel discussion conducted on the closing day of the Conference. The usual procedure was followed in conducting general meetings for all delegates and special sessions for smaller groups. Comments made by delegates at the conclusion of the Conference indicated the three-day session was highly successful.

Utah, University of. A conference of senior and junior college representatives was held June 25 and 26 to consider the theme, "Curriculum and Teaching in General Education." The conference was sponsored by the General Education Committee of the Utah Conference on Higher Education, with Dean O. Meredith Wilson of the University in charge. Clarence H. Faust, President of the Fund for Advancement of Education, and F. Champion Ward, of the University of Chicago, were consultants. The conference was highlighted by teaching demonstrations and discussions in five areas—Life Sciences, Social Sciences, Humanities, Basic Communications, and Physical Sciences. Some fifty delegates representing every Utah college participated.

Virginia, University of. At the 1951 summer school session, the junior college course was listed as "Problems of the Junior College." This was a short course of two weeks' duration and carried a credit of two semester hours. It was comprehensive and designed to meet the needs and interests of the students who came from two liberal arts colleges and four Virginia junior colleges. An extensive bibliography was used as well as resource material, including over 600 junior college catalogues. Resource personnel included: Dr. Curtis Bishop, President, Averett College, Danville, Virginia; Dr. John C. Simpson, President, Stratford Col-

lege, Danville, Virginia; Mrs. Margaret D. Robey, President, Southern Seminary and Junior College, Buena Vista, Virginia; Dr. Lindley J. Stiles, Dean, Department of Education, University of Virginia; and Mr. Edwin J. Swineford, graduate student at the University of Virginia. Dr. William R. Smithey, Professor of Secondary Education, directed the course.

Washington, State College of. Two programs in junior college education were conducted during the eight weeks' session this past summer. Both the course in "Junior College Instructional Problems" and the "Workshop in Community College Education" were under the general direction of Dr. S. V. Martorana of the School of Education. Twenty students were enrolled in the course and fifteen persons participated in the workshop. Working as committees, the participants and consultants planned, prepared, and published a mimeographed report to the total membership on the central theme which the group selected for the workshop. This theme was entitled, "The Impact of the National Emergency on Community College Programs." Dr. D. Grant Morrison, Junior College Supervisor, Washington State Department of Public Instruction, and Dr. William R. Wood, Specialist for Junior Colleges and Lower Divisions, U. S. Office of Education, served as visiting consultants to the State College programs.

Notes on the Authors

MARION GAITHER KENNEDY

Washington's Teacher-Education Plan Related to Preparation of Community College Instructors was written by S. V. MARTORANA, who is Assistant Professor of Education and Consultant for Junior Colleges at the State College of Washington. Dr. Martorana, a regular contributor to the *Journal*, is a member of the National Research and Service Committee on Teacher Preparation of the AAJC.

SELBY G. CLARK has reported on a study conducted in July, 1951, to determine the effect of the national emergency on *Current Trends in the Personnel Services Offered by the Rocky Mountain Junior Colleges*. Clark is Acting Assistant to the Dean of Students at The State College of Washington where he is a candidate for the doctor's degree.

BENJAMIN ROWE has made some practical suggestions for *Developing an Alumni Organization*. Dr. Rowe is Head of the Department of General Education of the Institute of Applied Arts and Sciences and a member of the State University of New York Council on Graduate Study and Research.

T. REED FERGUSON gives a detailed account of the proceedings of successful industrial workshops on work simplification and charting in his article, *The Community College Serves Industry*. Ferguson is Administrative Head at the Behrend Center, The Pennsylvania State College.

In 1950 AMBROSE CALIVER was a member of the U. S. Office of Education Study Committee that visited the Virgin Islands to advise concerning the educational system. *Development of the Community College in the Virgin Islands* was written as a result of that visit. Caliver is Assistant to the Commissioner, U. S. Office of Education.

GEORGE H. WALKER, JR., a former contributor to the *Journal*, has made an *Analysis of Negro Junior College Growth*. Dr. Walker is Chairman of the Department of English at Southern University, Baton Rouge, Louisiana.

ALAN SNYDER has done some successful experimenting on improving students' reading competency. He reports on a program he has been following in *A Reading Laboratory in Operation*. Snyder, an Instructor at El Camino College, is working toward a Doctor of Philosophy degree at the University of Southern California.

GORDON D. AUMACK and LUCILE A. DOUGLASS have collaborated in reporting on *Experiences of the Compton College Guidance Office in Developing a Twenty-Year Educational Follow-Up Study*. Aumack is Instructor and Counselor at Compton College. Mrs. Douglass is Dean of Guidance.

The Teaching of Religion in American Higher Education was reviewed by L. B. EZELL. Dr. Ezell is Assistant Professor of Educational Administration at The University of Texas.

Recent Writings

JUDGING THE NEW BOOKS

GAUSS, CHRISTIAN (ed.), *The Teaching of Religion in American Higher Education*. New York: The Ronald Press Company, 1951. \$2.75.

A product of distinguished multiple authorship, *The Teaching of Religion in American Higher Education* was designed for the assistance of teachers and administrators responsible for the development of programs of higher education and concerned about the place that religious instruction should occupy in present-day American colleges. Although each chapter has its separate author, the entire book is the result of cooperative effort. Under the editorship of Christian Gauss, it achieved form and unity through extensive conferences at which the first drafts of all chapters were criticized and revised.

Religion and Higher Education in America

Christian Gauss, Dean Emeritus of Princeton University and editor of the book, wrote the first chapter. Noting the activity in curriculum revision that characterized the decade from 1940 to 1950, and the earnest statements issued by college officials along with the new formulations, Gauss points out a new element in the thinking of the educators. No longer are they unquestionably certain that "Education is the salvation of democracy." New ideologies hostile to democ-

racy have destroyed their complacency and have led to many attempts to furnish democratic education with a vital core. In such a reconstruction, religion deserves serious consideration.

The secularization of education and the elimination of religion from higher education began well after 1789. The religious purpose characterized the stated reasons for founding most state and church colleges for another century. For instance, the leading spirit in the establishment of the University of North Carolina, W. R. Davie, had been a delegate to the Constitutional Convention. The appeal for financial support from the state legislature was made on the plea that youth "might be instructed in true religion, sound policy, and science." The separation of Church and State, Gauss believes, was not meant to exclude the teaching of religion in higher institutions. He can see no warrant for such a view in our earlier educational history. The founders of the nation did not fear religion as such, nor did the early state colleges exclude it from the curriculum. To exclude it now is to raise the question as to whether religion as a subject of study is more dangerous to democracy or to liberal education than politics, science, or economics. To this question Gauss gives a negative answer, provided the study of religion is pursued in the spirit

of free inquiry. To exclude the subject that once formed the core of college programs of study is to admit that democracy is too weak to survive in a society characterized by honest differences of opinion.

Religion may not have the place in the life of the average American that it once held, but that it is still important in contemporary culture is evidenced by the fact that it set the boundaries of Israel, Pakistan, and the Republic of India, states founded since World War II. Secularization of the high school has left most college freshmen ignorant of the nature and bearing of religion in contemporary affairs. If such students are to gain a sound understanding of the problems of civilization, the study of religion must have a greater place in the curriculum of the American college.

The Meaning of Liberal Education

In the second chapter, Robert Ulich, Professor of Education, Harvard University, develops his views as to the meaning of liberal education. He presents three interrelated issues: the philosophical, the psychological, and the instructional.

Ulich discusses four current philosophical views, and, granting that there is much truth in each of them, he holds that they give only partial answers for the explanation of life and human conduct. Relativism, with its denial of ultimate goals, has insufficient reason for this view in the admitted imperfections of all human striving. Utili-

tarianism has lost its original liberal character and now motivates new political systems devoted to "the glorification of success and the adoration of power." The scholarly spirit and discipline behind the scientific method have influenced and enriched all branches of study; however, in this school of thought philosophical questions are too often submerged in favor of immediate experimental success. Pragmatism, combining key principles of the first three systems, cannot explain everything in terms of growth, development and democracy. None of these philosophies can be the basis of a truly liberal education. A unity of open-mindedness and integration cannot be achieved by concern with only the immediate and present, and by ignoring the past of which the present is a product. "Voluntary self-impovertyment of reason" can lead at best only to general, not to liberal, education. If learning is to develop into a constructive attitude, a center of motivation must be found that gives meaning to knowledge and also affects the emotion. The greatest virtue especially related to liberal education is dedication to truth.

Although, since Comenius, the idea of education through understanding has largely replaced the transmission of culture concept, and psychological knowledge has grown apace, these gains have not commensurately affected education. Knowledge about man has not produced wisdom within man. A long

list of social and economic changes has further confounded education. One possible remedy lies in recognition by the teacher that formal institutionalized education is only one of the forces acting upon men, but that, nevertheless, the teacher's role is an important one in which the quality of his personality will be the critical factor. Another remedy may reside in giving the student freedom from mass effort, accompanied by an opportunity to do fewer things better. The art of solitary contemplation also is suggested as favoring mastery and creativeness.

One of the principal instructional problems of liberal education lies in the fact that higher institutions are compelled to offer preparatory training. Many of the subjects taught are at the secondary level, and the maturity of the student is defeated when he is occupied with tools rather than essence. This situation springs largely from a shallow interpretation of the ideal of equality, which requires slight attention to the quality of the performances of high school students and places many of them in college who should have found their terminal education in the high school. Many college classes are taught by instructors with no capacity for enlisting the active, participatory interest of the student in the battle of ideas. Good teaching gives the pupil insight into principles and methods of truth-seeking, integrates respect for knowledge and thinking, and

supplies material and formal values that are transferable into other activities of a similar nature. Liberal education is opposed to the dogmatization of finite truths and the idolization of human institutions, but it is fundamentally religious.

The Present Religious Situation in Higher Education

The present religious situation in higher education is presented in Chapter 3 by Howard B. Jefferson, President of Clark University. He first identifies indifference as the prevalent attitude of administrators and teachers toward religion, an attitude based upon the assumption that religion is not relevant to the problems of the modern world. He reviews several studies tending to show that many college instructors are religiously illiterate and that the subject is rarely mentioned in textbooks. This attitude is not peculiar to college teachers; it pervades our culture as a whole.

The compatibility of religion and liberal education is often questioned. Sometimes religion is first identified with sectarian indoctrination and then ruled out of the curriculum. However, many colleges are successfully presenting religion as an important intellectual discipline, and, for the reassurance of churchmen, it is found that such a presentation need not be neutral or negative. A second source of suspicion is the quality of religious instruction carried on in certain quarters, where the qualifications of the instructors do not

measure up to those of their colleagues, and where there is confusion as to the purpose which the teacher is trying to serve. Finally there are those who would reject any philosophy giving the educational process a religious orientation, believing apparently that secular autonomy is sacred. The insistence of naturalism on the exclusion of religions is dismissed by Jefferson as a new kind of orthodoxy, as rigid as any ever practiced by the Church.

After citing a number of signs of a new interest in religion, Jefferson points to the disintegration of the college curriculum and the present search for unity. A culture, in order to survive, must have its common beliefs and common values. A generation ago religion formed the basis of unity. But since that time the culture and education have rejected this one unifying influence, and each activity of man has become completely autonomous. Whatever unity may be achieved hereafter must be consistent with the ideals of freedom and the claims of diversity. The Harvard committee that brought out the report, *General Education in a Free Society*, abandoned the attempt to agree on final principles that would furnish the basis for a unified curriculum. Democracy, the central aim proposed by the President's Commission on Higher Education in their report entitled, *Higher Education for American Democracy*, cannot be made the object of ultimate allegiance if democracy is

looked upon as a purely human thing, but, if democracy is a reflection of Divine Will, then religion is the indispensable basis for democracy.

Education in values, rather than mere analysis and description of acts, is generally accepted by educators today. Education has always assumed the value of truth. "If religion in its institutional form expects to command the respect of education, it must include truth among its own objects of devotion." A great error of the times is the assumption that there is no necessary connection between accepted values and religion. "Religious experience is the highest of all experiences, and an education which excludes it is necessarily unsatisfactory."

The Teaching of Religion in Higher Education

Kenneth Morgan, Chaplain, Colgate University, states in Chapter 4 that religion is an essential part of the subject matter of higher education. It should be taught to show the influence it has had on shaping past societies, to increase the student's understanding of man and his place in nature, and to furnish along with philosophy a basis for unifying the college program. The college graduate should be able to understand religious issues in historical perspective and in contemporary society.

The practical administrative problems met in introducing a program of religious instruction into a college curriculum are less severe

when a proper beginning is made. Outside pressure from religious organizations should be avoided. Action should begin with the appointment of a highly competent faculty committee to make a study and report on important administrative and curricular matters involved in the movement. This committee might suggest courses in broad outline but not in detail. Religion is taught most effectively when it is given the same status as other disciplines in the university organization. Every effort should be made to provide enterprises that cut across departmental lines and involve men from other fields of study. Duplication of the work of other departments should be avoided. At the present time, approximately sixty per cent of the tax-supported universities and land-grant colleges are offering instruction in religion on a credit basis.

The teacher of religion should be a scholarly person with the Ph.D. degree or its equivalent. He should not be responsible for extra-curricular religious activities or chapel programs. Appointments should be made with a view of preventing sectarian indoctrination. In organizing his courses, the teacher of religion should consider the relevance of the subject matter to other disciplines. He must be able to present divergent types of religion with sympathetic understanding. Courses now being offered may be grouped under the headings of general introductory

courses, Bible, Hebrew-Christian tradition, Christian ethics, religions of the world, problems in religious thought, and religion in literature. Most of the students come from other fields and will take only one or two courses in religion.

Responsibility Not Immunity

The teaching of religion in state universities is discussed by J. Hillis Miller, President of the University of Florida, in the final chapter of the book. For the state university to ignore religion is to brand itself as the leader of the secularization of life and education. However, religion has been something of an exception in state universities. Attention to it "has been marginal, cursory, and ineffective."

Miller maintains that, if both the attendance of the student at the university and his choice of religion as a subject are voluntary, there should be no question of illegality involved. Secularism of the kind that denies religion, and secularism that denies the relevance of religion to many fields of life, both are much in evidence. However, the concern for the equality of religious sects which led to separation of Church and State carried no intention that religion was to be excluded from public education. In none of the major philosophies of education can Miller find an exclusion of consideration of ethical, moral, and spiritual values as a part of the content of education. He concludes his chapter and the book with an objective description

of the religious program at the University of Florida.

The Teaching of Religion in American Higher Education can best be judged in reference to its purpose as stated in the preface: "We are releasing this book only in the hope that our canvassing of material and our long and earnest discussions may save those interested in sound education some time

and effort, and throw some light upon the central problems involved in the teaching of religion in American colleges today." Although the parts of the book are uneven in quality, especially in matters of organization and coherence, the whole clearly and adequately satisfies the announced aims of the authors.

L. B. EZELL

Selected References

H. F. B R I G H T

Kelley, William Frederick. "Specific Procedures for the In-Service Improvement of the College Faculty," *The Educational Record*, XXXII (April, 1951), 132-141.

In-service training for college faculties is accepted in principle by most administrators. In practice it is often difficult to determine just what procedures will turn out to be useful. Father Kelley, who is assistant dean and director of the summer session at Creighton University, is greatly interested in this matter and has set forth in this article a number of useful procedures arranged under ten broad headings.

1. Precontract demands and orientation to the campus.

Specific faculty advisors, faculty handbooks, and special induction courses are among the means advocated for acquainting the new instructor with the history, routine, and purposes of the college.

2. Clarifying institutional objectives.

Major steps in this direction involve periodic restatement of objectives, faculty meetings, departmental meetings on content and purposes of courses, and the preparation of outlines and syllabi for all classes.

3. Administrative interest in good teaching and teacher morale: rewards and commendations.

Salary raises for superior teaching are used by some institutions. Father Kelley points out that many a teacher feels gratified and rewarded in the receipt of a letter of commendation from the president.

Professional information circulated perhaps by means of newsletters is important. Another type of useful material is information about the

high schools which prepared the students, about the economic and social backgrounds of the students, and about test results.

Honors plans, independent study plans, and ability sectioning may all contribute to in-service training of teachers through permitting them to experience various methods of teaching.

Teaching by administrators, reward of merit, and replacement of the inept teachers all affect the efficiency of the faculty. The teacher is likely to be more receptive toward the views of an administrator who also teaches; he is also likely to work more earnestly at his teaching if he knows that differences in teaching efficiency will be recognized.

Academic freedom, tenure, a published salary scale, and retirement plans are factors which can greatly affect the in-service efficiency of teachers.

4. Enlisting the democratic cooperation of the whole faculty.

Well-planned faculty meetings, luncheons, seminars, and forums are suggested means of developing faculty participation in the affairs of the school.

5. Assisting in the professional development of the faculty.

Leaves of absence, departmental seminars, films and special courses on teaching methods, internships in administration for teachers, and the development of a professional library are measures designed to promote the professional development of the faculty.

6. Directing or supervising instruction.

Study of teaching methods, of grading systems, and of testing methods are perhaps best carried on as departmental projects. Visitation of classes by other teachers and by administrative per-

sonnel is an effective device for promoting interest in instructional methods.

7. Developing centralized services and providing mechanical facilities.

Preparation of bibliographies by librarians, photostat service, centralized provision for audio-visual aids, centralized testing bureau, and centralized evaluation and statistical services are of great aid to the teachers and help to promote their in-service development.

8. Obtaining ratings of the faculty.

Evaluation of instructors when properly safeguarded may be very valuable. Evaluation by students and colleagues and, in particular, the establishing of definite criteria for distinguishing between good and poor teaching are all helpful.

9. Encouraging research.

All departments should be encouraged to do effective research which is as important to the library or the registrar's office as it is to the instructional staff. Research on instruction should usually be carried on under the direction of a dean. Experimental classes, effectiveness of supervised study under varying conditions, effects of remedial instruction in reading, follow-up studies of graduates, and many other projects can be most useful and interesting.

10. Ensuring the flow of ideas between the campus and the world.

It is essential that the counseling function be widely distributed among the faculty so as to keep them closely associated with the students. Training in this work is a necessary and important part of the in-service training program. Exchange of teachers with other schools, alternation of classroom work with work in the business and professional world, conferences with alumni and with teachers in lower schools are all means of stimulating the flow of ideas.

The author makes clear that the above grouping of procedures is neither restrictive nor necessarily all-inclusive. However, he believes that the presence of a reasonable number of these practices in an institution is evidence of concern for the quality of instruction.

Goodman, Louis S. "Poll on College PR Films," *College Public Relations Quarterly*, II (April, 1951), 19-22.

Films are seldom used to full advantage by colleges. The results of a recent survey conducted by Film Research Associates are reported together with some general conclusions and cautions concerning the effective use of this publicity medium. It was found that the 16mm. color sound motion picture has been most often used, that the average budget is \$3,650, that 37 per cent of the 95 respondents considered their films highly effective, and that the chief obstacles encountered in making a public relations film are finances, planning and technical assistance, and time.

Proper planning and quality production are believed by the author to result infrequently from amateur work. He recommends professional advice if a totally professional production is out of the question. The picture should be planned for one public rather than as a multi-purpose vehicle.

Probably a good production would cost from \$2,500 to \$7,500 per reel for 16mm. color sound. The poll showed that the higher cost pictures were considered much more effective than the less expensive ones. Use of slides of good quality might be an answer for the college unable to afford motion pictures.

Distribution and use of the films must be keyed to the purpose for which they were designed. A film designed to attract good students should be used with maximum efficiency for this purpose although sometimes it is possible to use it for other groups. Goodman makes the important point that the film should faithfully portray the life and spirit of the college rather than resorting to "prom queen cheesecake publicity." Certainly a project so expensive and time-consuming as a good film should be carefully planned to serve its purpose with maximum efficiency—and in the long run, long range public relations pay good returns.